

School Improvement Framework: Checkbox template

Outcome: Learner success and wellbeing

Improvement Required	Working Towards	Embedding	Excelling
<p>Outcomes for learners:</p> <ul style="list-style-type: none"> show significant inequity that has continued over time. show significant inequity amongst groups of learners. <p>The school is not providing adequate opportunities and information shows a limited number of learners:</p>	<p>Outcomes for learners:</p> <ul style="list-style-type: none"> are becoming more equitable and excellent. are improving for some learners. still show inequity for some groups of learners. <p>The school is beginning to provide some opportunities and information shows some learners:</p>	<p>Outcomes for learners:</p> <ul style="list-style-type: none"> are increasingly equitable and excellent. are improving for most learners. show increasing equity for groups of learners. <p>The school provides a range of opportunities and information shows most learners:</p>	<p>Outcomes for learners:</p> <ul style="list-style-type: none"> are equitable and excellent. improvement is sustained over time. show there are no significant inequities for groups of learners. <p>The school provides a broad range of opportunities and information shows learners:</p>

- Have a strong sense of belonging and are confident in their identity, language and culture.
- Regularly attend and engage in meaningful learning.
- Make sustained progress and achieve at the appropriate curriculum level/phase throughout their schooling, particularly foundational skills.
- Set and achieve goals relevant to them in partnership with their whānau and teachers.
- Have agency in their learning and in key decisions taken by the school.
- Are physically, emotionally, and culturally safe and healthy in an environment that is inclusive and free from racism, discrimination and bullying.
- Understand their role in giving effect to Te Tiriti o Waitangi by active participation in te reo Māori, tikanga Māori and articulating a broad understanding of mātauranga Māori and the histories of Aotearoa.
- Gain the knowledge and skills to successfully progress towards recognised school qualifications and are well-prepared for further study, training and employment.
- Confidently participate and make contributions in a range of contexts as local, national, and global citizens.

Leadership

Improvement Required	Working Towards	Embedding	Excelling
L1 Improvement Goals			
Leadership is yet to set and pursue appropriate improvement-focused goals and targets.	Leadership is beginning to set and pursue improvement-focused goals and targets including taking steps to accelerate the progress of those learners at risk of underachievement.	Leadership sets and pursues a small number of improvement goals and targets including the acceleration of progress for those learners at risk of underachievement.	Leadership sets and relentlessly pursues a small number of targeted and coherent improvement goals and targets including the acceleration of progress for those learners at risk of underachievement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L2 Culture of quality teaching			
Leadership is yet to foster a culture committed to quality teaching, and equity and excellence in learner outcomes.	Leadership is taking steps to foster a culture committed to quality teaching, and equity and excellence in learner outcomes.	Leadership increasingly fosters a culture committed to quality teaching, and equity and excellence in learner outcomes.	Leadership fosters and sustains a culture committed to quality teaching, and equity and excellence in learner outcomes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L3 Evidence-based planning for improvement			
Leadership is not yet using evidence to plan and monitor the school's strategic improvement cycle or evaluate the effectiveness of strategies designed to improve learner outcomes.	Leadership is beginning to use limited evidence to plan and monitor aspects of the school's strategic improvement cycle and the effectiveness of strategies designed to improve learner outcomes.	Leadership uses evidence to plan and monitor aspects of the school's strategic improvement cycle and are increasingly evaluating the effectiveness of strategies designed to improve learner outcomes.	Leadership uses a range of appropriate high-quality evidence to coherently plan and monitor the school's strategic improvement cycle and systematically evaluate the effectiveness of strategies to improve learner outcomes and wellbeing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L4 High-quality evidence-informed teaching			
Leadership is not yet planning and coordinating the school’s curriculum and teaching; expectations for high-quality teaching are not yet shared.	Leadership is beginning to plan and coordinate the school’s curriculum and teaching; expectations for high-quality teaching are shared.	Leadership ensures planning, coordination and evaluation of the school’s curriculum and teaching; expectations for high-quality teaching are clear, shared and monitored.	Leadership ensures effective planning, coordination and evaluation of the school’s curriculum and teaching; expectations for high-quality, evidence-informed teaching are clear, shared and systematically monitored .
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L5 Networks and relationships to support transitions & success			
Leadership is yet to establish educationally-focused relationships with other education providers and community groups	Leadership is beginning to build educationally-focused relationships with other education providers and community groups to support learner transitions and increase opportunities for learning and success.	Leadership builds educationally-focused relationships with other education providers and community groups to support learner transitions and increase opportunities for learning and success.	Leadership builds and sustains strong, educationally-focused relationships with other education providers and community groups to support seamless learner transitions and increase opportunities for learning and success.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L6 Trust and collaboration for improvement			
Leadership is yet to build relational trust and collaboration at every level of the school community to achieve the strategic vision and improvement goals.	Leadership is establishing relational trust and collaboration at every level of the school community to achieve the strategic vision and improvement goals.	Leadership is strengthening relational trust and effective collaboration at every level of the school community to achieve the strategic vision and improvement goals.	Leadership builds and sustains high levels of relational trust and effective collaboration at every level of the school community to achieve the strategic vision and improvement goals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L7 Whānau involvement in decision making				
TT2	Leaders are yet to involve whānau, hapū and iwi in decision making in the school.	Leaders are beginning to involve whānau, hapū and iwi in decision making in the school. The school's vision, goals, targets and priorities are yet to reflect those set out by whānau, hapū and iwi.	Leaders increasingly involve whānau, hapū and iwi in decision making in the school. The school's vision, goals, targets and priorities are beginning to reflect those set out by whānau, hapū and iwi.	Leaders consistently involve whānau, hapū and iwi in decision making in the school. The school's vision, goals, targets and priorities reflect those set out by whānau, hapū and iwi, and are anchored in a thoughtful understanding of the principles of Te Tiriti o Waitangi.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L8 Attraction and retention				
	Leaders are yet to take steps to attract, retain and grow effective teaching teams. Limited support is provided for provisionally certificated teachers, and to develop leadership capability.	Leaders are taking steps to attract, retain and grow teaching teams. Some support is provided for provisionally certificated teachers, and to develop leadership capability.	Leaders attract, retain and grow teaching teams. Appropriate and timely support is provided for provisionally certificated teachers, and to develop leadership capability.	Leaders attract, retain and grow effective teaching teams. Appropriate and timely support is consistently provided for provisionally certificated teachers, and to develop leadership capability.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L9 Feedback and performance management for PLD				
	Leaders are yet to use feedback and performance management processes to identify teachers' professional learning and development needs.	Leaders are beginning to use multiple sources of feedback, some performance management processes that are aligned with the school's strategic goals and are beginning to identify teachers' professional learning and development needs.	Leaders increasingly use multiple sources of feedback, performance management processes that are aligned with the school's strategic goals and increasingly identify teachers' professional learning and development needs.	Leaders effectively use multiple sources of feedback, coherent performance management processes that are aligned with the school's strategic goals and identify teachers' professional learning and development needs.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum

Improvement Required	Working Towards	Embedding	Excelling
C1 Rich learning opportunities and foundational skills			
Learners have limited opportunities to learn across the breadth and depth of the NZC/TMoA; there is not yet sufficient focus on supporting learners to gain sound foundation skills, including literacy, communication and mathematics.	Learners have some opportunities to learn across the breadth and depth of the NZC/TMoA; there is a variable focus on supporting learners to gain sound foundation skills, including literacy, communication and mathematics.	Learners have sufficient opportunities to learn across the breadth and depth of the NZC/TMoA; there is an increasingly consistent focus on supporting learners to gain sound foundation skills, including literacy, communication and mathematics.	Learners have rich opportunities to learn across the breadth and depth of the NZC/TMoA; there is a consistent focus on supporting learners to gain sound foundation skills, including literacy, communication and mathematics.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2 Stakeholder aspirations incorporated into curriculum			
TT4 The aspirations of stakeholders are yet to be addressed through a school curriculum.	The aspirations of some stakeholders are beginning to be addressed through a school curriculum.	The aspirations of most stakeholders including whānau, hapū and iwi are addressed in the school curriculum.	The aspirations of all key stakeholders including learners, whānau, hapū and iwi are addressed through an explicit, sequenced school-wide curriculum.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3 Curriculum reflects local contexts and learner understanding			
TT5 The curriculum is not yet reflecting local contexts or building on learners' experiences, knowledge and understanding.	The curriculum is beginning to reflect local contexts, and/or builds on learners' experiences, knowledge and understanding.	The curriculum increasingly reflects local contexts in a way that builds on learners' experiences, knowledge and understanding. Consequently, the school is beginning to offer more meaningful learning opportunities.	Local contexts are reflected throughout the curriculum in a way that builds on learners' experiences, knowledge and understanding. Consequently, the school offers a range of relevant and meaningful learning opportunities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C4 School-wide assessments			
School-wide assessments across curriculum levels and learning areas are yet to be identified to ensure there is common agreement regarding assessment practices across the school. There is limited agreement on assessment practices across the school.	School-wide assessments across curriculum levels and learning areas are beginning to be identified, the school is working towards common agreement regarding appropriate assessment practices. Assessment practices sometimes support learner, class and whole-school insights into learner progress during the course of the year and over time.	There is common agreement across curriculum levels, learning areas and across the school on appropriate assessment practices and progress markers aligned to the school curriculum. Assessment practices increasingly support learner, class and whole-school insights into learner progress during the course of the year and over time.	Appropriate school-wide assessments across curriculum levels and learning areas are explicitly identified and progress markers aligned to the curriculum are embedded across the school. Assessment practices effectively support learner, class and whole-school insights into learner progress during the course of the year and over time.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C5 Effective teaching and learning resources			
The school's teaching and learning resources provide limited support for curriculum implementation and classroom teaching.	The school's teaching and learning resources provide some support for curriculum implementation and classroom teaching.	The school's teaching and learning resources support curriculum implementation and classroom teaching.	The school's teaching and learning resources support coherent and effective curriculum implementation and classroom teaching.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C6 Support from curriculum leaders			
Curriculum leadership roles provide limited support for teachers' professional understanding and use of teaching resources and tools.	Curriculum leadership roles provide some support for teachers' professional understanding and use of teaching resources and tools.	Curriculum leadership roles support teachers' professional understanding and use of teaching resources and tools.	Curriculum leadership roles consistently and effectively support teachers' professional understanding and use of teaching resources and tools.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7 Integrated te ao Māori learning opportunities			
TT3 Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are not yet included in all aspects of the school's curriculum.	Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are beginning to be included in all aspects of the school's curriculum.	Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are increasingly woven through all aspects of the school's curriculum.	Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are effectively woven through all aspects of the school's curriculum.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C8 Evidence-based interventions and support			
Interventions are not evidence-based and do not effectively target additional support to those learners who require it.	Evidence-based interventions are beginning to target additional support to those learners who require it.	Evidence-based interventions increasingly target additional support to those learners who require it.	Evidence-based interventions effectively target additional support to those learners who require it.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching and Learning

Improvement Required	Working Towards	Embedding	Excelling
TL 1 Learning environment, clear expectations and outcomes			
Teachers are not yet creating environments that are conducive to learners' participation and learning. Teachers rarely maximise learning time. Teachers have not yet developed positive and mutually respectful teacher-learner relationships in the classroom.	Teachers create a learning environment in which learning time is sometimes maximised and learners are supported to participate and apply new learning. Teachers are beginning to develop positive and mutually respectful teacher-learner relationships in the classroom.	Teachers create an orderly and increasingly collaborative learning environment in which learning time is mostly maximised, and learners are supported to engage, experiment and apply new learning. Teachers are increasingly developing positive and mutually respectful teacher-learner relationships in the classroom.	Teachers create a collaborative and orderly learning environment that fosters inclusive participation, in which learning time is maximised and learners are supported to meaningfully engage, experiment, and apply new learning in innovative ways. Positive and mutually respectful teacher-learner relationships are embedded in the classroom.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TL 2 Evidence-based and differentiated pedagogies			
Teachers are at an early stage of using evidence-based and differentiated teaching strategies to provide appropriate learning opportunities.	Teachers are beginning to use some evidence-based and differentiated teaching strategies, including mixed or diverse grouping, and are providing some suitable learning opportunities.	Teachers use evidence-based and differentiated teaching strategies, including mixed or diverse grouping, to provide purposeful and well-paced learning opportunities.	Teachers use a variety of evidence-based and differentiated teaching strategies, including mixed or diverse grouping, to provide cognitively challenging , purposeful and well-paced learning opportunities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TL 3 Scaffolded teaching			
Teachers are not yet scaffolding learning or using knowledge of learners' strengths, needs and interests.	Teachers are beginning to scaffold learning, and using some knowledge of learners' strengths, needs and interests.	Teachers scaffold learning and use knowledge of learners' strengths, needs and interests.	Teachers intentionally scaffold learning and effectively use knowledge of learners' strengths, needs and interests.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TL 4 Learner agency and metacognition			
Teachers are yet to consider learning strategies that support learners to develop agency, questioning, problem solving and meta-cognitive skills, self-efficacy, and self-regulation.	Teachers are beginning to use a range of learning strategies to support learners to develop agency, questioning, problem solving and meta-cognitive skills, self-efficacy, and self-regulation.	Teachers increasingly provide explicit instruction in learning strategies and learners are increasingly able to develop agency, question and problem solve, demonstrate meta-cognitive skills, self-efficacy, and self-regulation.	Teachers consistently provide explicit instruction in learning strategies that enable learners to develop agency, question and problem solve, demonstrate meta-cognitive skills, self-efficacy and self-regulation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TL 5 Learner engagement in learning			
Teachers use a limited range of strategies to engage learners in learning. Feedback for learners is inconsistent .	Teachers are beginning to engage learners in learning through questioning and feedback.	Teachers engage learners in learning through questioning, increasing exposures to concepts, ideas, skills and examples, along with some timely and specific feedback.	Teachers engage learners in learning through effective and purposeful questioning, the use of multiple exposures to concepts, ideas, skills and examples, along with timely and specific feedback.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TL 6 Supporting parents and whānau to engage in learning			
TT7 Teachers are yet to provide support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	Teachers provide some support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	Teachers provide relevant support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	Teachers regularly provide relevant and useful support and resources to parents and whānau so they can work in partnership in their child's learning, progress and pathways.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TL 7 Assessment for adaptive teaching			
Teachers are collecting, using and reporting limited assessment information; they are not yet adapting their practice to respond to learners' strengths and needs.	Appropriate assessment information is beginning to be used to plan for and report the progress and achievement of each learner; teachers are establishing ways to adapt their practice to respond to learners' strengths and needs.	Appropriate high-quality assessment information is increasingly used to plan for, evaluate and report the progress and achievement of each learner and to adapt teaching practice to respond to learners' strengths and needs.	A range of appropriate high-quality assessment information is effectively used to plan for, evaluate and report the progress and achievement of each learner and to adapt teaching practice to effectively respond to learners' strengths and needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TL 8 Effective additional supports			
Teachers have limited knowledge and awareness of how to identify and provide for learners needing additional support to learn and progress at an appropriate pace.	Teachers are taking steps to identify and provide for learners needing additional support to learn and progress at an appropriate pace.	Learners needing additional support are identified and are provided with relevant and increasingly effective support to learn and progress at an appropriate pace. Those who are succeeding are provided with extension opportunities.	Learners needing additional support are with relevant, individualised and effective support to learn and progress at an appropriate pace. Those who are succeeding continue to be challenged and extended.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TL 9 Culturally-responsive pedagogies			
TT8 Teachers are not yet using culturally-responsive pedagogies and practices to engage learners.	Teachers are beginning to use culturally-responsive pedagogies and practices that engage some learners with purposeful, engaging and relevant learning.	Teachers increasingly use a range of culturally-responsive pedagogies and practices that engage learners with purposeful, engaging and relevant learning.	Teachers effectively use a range of culturally-responsive pedagogies and practices that engage learners with purposeful, engaging and relevant learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional capability and collective efficacy

Improvement Required	Working Towards	Embedding	Excelling
PCCE 1 High aspirations and shared responsibility			
The school's professional learning community has not yet developed aspirations for the achievement, progress, and wellbeing of all learners. There is not yet a culture of shared responsibility for learner outcomes.	The school's professional learning community is beginning to share some aspirations for the achievement, progress, and wellbeing of all learners. Leaders and teachers are beginning to establish a culture of shared responsibility for learner outcomes.	The school's professional learning community shares high aspirations for the achievement, progress, and wellbeing of all learners. Leaders and teachers take shared responsibility for learner outcomes.	The school's professional learning community shares high and equitable aspirations for the achievement, progress, and wellbeing of all learners. Leaders and teachers take shared responsibility for learner outcomes and work collectively to improve conditions for learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PCCE 2 Trust-based communication and collaboration for professional agency			
The school is at an early stage of building relational trust and communication to support collaboration.	Relational trust and communication are beginning to support collaboration in some areas of the school.	Relational trust and communication support increasing levels of collaboration, improvement, and innovation, and contributes to professional agency across many areas of the school.	High levels of relational trust and effective communication supports deliberate and coherent collaboration, improvement, and innovation, and contributes to professional agency at every level of the school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PCCE 3 Collective approaches to improving teaching practice			
There is limited teacher collaboration and inquiry into teaching practice to support learner progress and achievement.	Teachers are beginning to work collectively to inquire into aspects of their teaching practice to support learner progress and achievement.	Teachers regularly work collectively to inquire into aspects of their teaching practice to support learner progress and achievement.	Teachers regularly work collectively in planned ways, such as modelling, observing and providing constructive feedback to inquire into targeted aspects of their teaching practice to support learner progress and achievement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PCCE 4 Prioritisation of ongoing professional growth			
Leaders and teachers are yet to prioritise and engage in ongoing professional growth and development to support learner progress and wellbeing.	Leaders and teachers are beginning to prioritise and engage in ongoing professional growth and development to ensure they have pedagogical expertise and capabilities to support learner progress and wellbeing.	Leaders and teachers are increasingly prioritising and engaging in ongoing professional growth and development to ensure they have high-quality pedagogical expertise and capabilities to support learner progress and wellbeing.	Leaders and teachers prioritise and engage in effective, targeted ongoing professional growth and development to ensure they have high-quality pedagogical expertise and capabilities to effectively support learner progress and wellbeing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PCCE 5 Strategic, evaluated professional learning			
Leaders and teachers are considering ways to align professional learning opportunities with the school's improvement goals and learner needs.	Professional learning opportunities are beginning to be aligned with the school's improvement goals and learner needs.	Professional learning opportunities are increasingly aligned with the school's improvement goals and learner needs; leaders and teachers use evidence to monitor anticipated changes in practice and learner outcomes.	Professional learning opportunities are strategically aligned with the school's improvement goals and learner needs; leaders and teachers use a range of evidence to monitor and evaluate anticipated changes in practice and learner outcomes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PCCE 6 Valuing culture			
Leaders and teachers are yet to value the cultural backgrounds of their learners and demonstrate this throughout the school's programmes, initiatives, and practices.	Leaders and teachers beginning to value the cultural backgrounds of learners and are starting to demonstrate this throughout the school's programmes, initiatives and practices.	Leaders and teachers increasingly value the cultural backgrounds of their learners and increasingly demonstrate this throughout school's programmes, initiatives, and practices.	Leaders and teachers place high value on the cultural backgrounds of their learners and demonstrate this throughout the school's programmes, initiatives, and practices.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PCCE 7 Building expertise and capability for improvement and innovation					
	Leaders are yet to use relevant internal and external expertise, including networking with other schools, to support capability building, improvement and innovation.	Leaders are beginning to use relevant internal and external expertise, including networking with other schools, to support capability building, improvement and innovation.	Leaders use relevant internal and external expertise, including networking with other schools, to support capability building, improvement and innovation.	Leaders strategically use relevant internal and external expertise, including networking with other schools, to embed capability building, improvement and innovation.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PCCE 8 Reflecting on research findings					
	Leaders and teachers do not yet work together to assess the implications of research findings and evidence about learner performance on teaching practice for their school.	Leaders and teachers are taking steps to work together to assess the implications of research findings and evidence about learner performance on teaching practice for their school.	Leaders and teachers work together to assess the implications of research findings and evidence about learner performance on teaching practice for their school.	Leaders and teachers regularly and effectively work together to assess the implications of research findings and evidence about learner performance on teaching practice for their school.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PCCE 9 Professional learning in te reo and te ao Māori					
TT9	Leaders and teachers have limited opportunities to engage in professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	Leaders and teachers are beginning to engage in professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	Leaders and teachers are engaging in effective professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	Leaders and teaching staff are fully engaged in and committed to ongoing and effective professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PCCE 10 Data analysis for evidenced-based improvement					
TT10	Leaders and teachers are not yet collecting, analysing, and interpreting data to make evidence-based decisions for school improvement. An agreed shared approach to collecting and managing data is not yet in place. The school does not have sufficient internal data analysis capability.	Some leaders and teachers are beginning to collect, analyse, and interpret data including seeking Māori learners and whānau voices to make evidence-based decisions for school improvement. The school has an agreed shared approach to collecting and managing data. The school is growing its data analysis capability.	Leaders and teachers are strengthening the ways they collect, analyse, and interpret data including seeking Māori learners and whānau voices. Data is being used more widely to inform decision making for school improvement. The school has a system of data collection and management. The school has strong data analysis capability.	Leaders and teachers confidently collect, analyse, and interpret data from a range of sources including seeking Māori learners and whānau voices. Data informs decision making for school improvement at class, team and school level. The school has sophisticated data collection and management systems. The school has strong, diversified data analysis capability and demonstrates a commitment to growing this capability.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PCEC 11 Commitment to Te Tiriti o Waitangi					
TT6	Teachers do not yet understand their commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership.	Teachers beginning to understand their commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership.	Teachers voice a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership by understanding and recognising the unique status of tangata whenua.	Teachers authentically demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership by understanding, recognising and celebrating the unique status of tangata whenua.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Inclusion and wellbeing

Improvement Required	Working Towards	Embedding	Excelling
IW 1 Safe and inclusive environment			
TT11 The school is not yet providing a physically and emotionally safe and inclusive environment for all learners.	The school is taking steps to improve its provision of a physically and emotionally safe and inclusive environment for all learners.	The school is strengthening and consolidating its provision of a physically and emotionally safe and inclusive environment for all learners; the school is increasingly free from racism, discrimination and bullying.	The school provides a physically and emotionally safe and inclusive environment, free from racism, discrimination and bullying, for all learners.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IW 2 Identity, language and culture			
TT12 Leaders and teachers are considering ways to recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community.	Leaders and teachers are beginning to recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community.	Leaders and teachers recognise, affirm, value and are taking steps towards catering for the diverse identities, languages and cultures of learners, parents, whānau and the community.	Leaders and teachers recognise, affirm, value and cater for the diverse identities, languages and cultures of learners, parents, whānau and the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IW 3 Wellbeing and inclusion policies and programmes			
TT13 Leadership does not yet have adequate policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture, and engagement in learning.	Leadership is beginning to develop policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture, and engagement in learning.	Leadership is strengthening policies, programmes and practices to promote learners' wellbeing, inclusion confidence in their identity, language and culture, and engagement in learning.	Leadership ensures that a comprehensive range of policies, programmes and practices promote learners' wellbeing, inclusion, confidence in their identity, language and culture, and engagement in learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IW 4 Reducing barriers and supporting access				
TT14	Leaders and teachers are not yet taking steps to reduce barriers to education and support access to learning for all learners.	Leaders and teachers are taking steps to reduce barriers to education and support access to learning for some groups of learners.	Leaders and teachers use increasingly effective strategies to reduce barriers to education and support access to learning for all, including for Māori and Pacific learners, disabled learners and those with learning support needs.	Leaders and teachers use a range of effective strategies to reduce barriers to education and support access to learning for all, including for Māori and Pacific learners, disabled learners and those with learning support needs.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IW 5 Wellbeing data				
	The school is yet to gather, analyse and act on learners' wellbeing data.	The school is beginning to gather, analyse learners' wellbeing data, and beginning to act on findings to ensure learners are free from harm.	The school gathers, analyses and acts on learners' wellbeing data to ensure that learners are free from harm and their experiences are mana enhancing.	The school regularly and systematically gathers, analyses, acts on and monitors learners' wellbeing data at a cohort and school level to ensure learners are free from harm and their experiences are mana enhancing.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IW 6 Trusting relationships				
	Relationships between staff and learners are not founded on mutual trust and allow learners to seek help when required.	Relationships between staff and learners are beginning to be founded on mutual trust and allow learners to seek help when required.	Relationships between staff and learners are increasingly founded on mutual trust and allow learners to seek help when required.	Relationships between staff and learners are founded on mutual trust and allow learners to seek help when required.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Partnerships

Improvement Required	Working Towards	Embedding	Excelling
P 1 Parents and whānau as learning partners			
The school is not yet providing opportunities for parents and whānau to participate in their child's learning.	The school is beginning to provide opportunities for parents and whānau to be involved in their child's learning.	The school increasingly provides parents and whānau with opportunities to be involved in their child's learning.	Parents and whānau are respected and valued partners in their child's learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 2 Communicating for shared understanding			
Leaders and teachers have not yet established ways of communicating with parents and whānau to create shared understandings of learning and the curriculum.	Leaders and teachers are using some communication strategies with parents and whānau to begin establishing shared understandings of learning and the curriculum.	Leaders and teachers are increasingly using communication strategies with parents and whānau to strengthen shared understandings of learners' strengths and learning needs, enabling parents and whānau to support their child's learning.	Leaders and teachers use a range of effective communication strategies with parents and whānau to sustain shared understandings of learners' strengths and learning needs, the curriculum and the teaching and learning process, enabling parents and whānau to actively support their child's learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 3 Pathways and support			
Learners, parents, whānau and teachers have limited knowledge about the different pathways, programmes, options, transitions and support available.	Learners, parents, whānau and teachers have variable knowledge about the different pathways, programmes, options, transitions and support available.	Learners, parents, whānau and teachers know about the different pathways, programmes, options and support available; they increasingly participate in decision making at critical transition points within and beyond school settings.	Learners, parents, whānau and teachers are well informed about the different pathways, programmes, options and support available; they collaborate in planning and decision making at critical transition points within and beyond school settings.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P 4 Partnerships for wellbeing			
Leaders and teachers are yet to identify and establish ways to draw on community resources, including support agencies, to support and improve learner wellbeing.	Leaders and teachers are beginning to identify and establish ways to draw on community resources, including support agencies, to support and improve learner wellbeing.	Leaders and teachers increasingly identify, draw on, and work with community resources, including support agencies, to support and improve learner wellbeing.	Leaders and teachers proactively identify, draw on, and work with community resources, including other professional and support agencies, to effectively support and improve learner health and wellbeing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 5 Partnerships for further learning			
Leaders and teachers are not yet building relationships with industry, employers, and vocational and training providers, to support learning opportunities and achievement.	Leaders and teachers are beginning to build relationships with industry, employers, and vocational and training providers, to support learning opportunities and achievement.	Leaders and teachers increasingly build relationships with industry, employers, and vocational and training providers, to support learning opportunities and achievement.	Leaders and teachers build and sustain relationships with industry, employers, and vocational and training providers, to extend and enhance learning opportunities and achievement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 6 Professional networks			
Leaders and teachers are yet to establish professional networks.	Leaders and teachers are beginning to establish professional networks.	Leaders and teachers develop professional networks and are increasingly contributing their knowledge and expertise to system capability building and improvement.	Leaders and teachers cultivate and sustain reciprocal professional networks and contribute their knowledge and expertise to system capability building and improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P 7 Parents and whānau engagement in the life of the school			
Leaders and teachers are yet to facilitate regular parent and whānau engagement and participation in the life of the school.	Leaders and teachers are beginning to facilitate regular parent and whānau engagement and participation in the life of the school.	Leaders and teachers facilitate regular parent and whānau engagement and participation in the life of the school. This includes their contribution to decision making in some contexts.	Leaders and teachers facilitate regular parent and whānau engagement and meaningful participation in the life of the school. This includes their contribution to decision making in a variety of contexts .
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P 8 Partnerships with Māori				
TT15	The school is yet to consider giving effect to Te Tiriti o Waitangi through partnerships with Māori and mana whenua.	The school is beginning to give effect to Te Tiriti o Waitangi through developing partnerships with Māori and mana whenua to develop goals for Māori learners to achieve educational success as Māori.	The school is giving effect to Te Tiriti o Waitangi through partnerships with Māori and mana whenua focused on actions to support Māori learners achieve educational success as Māori.	The school is authentically and actively giving effect to Te Tiriti o Waitangi through building trusting and sustained partnerships with Māori and mana whenua. Māori learners are enjoying and achieving educational success as Māori.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Stewardship and Governance

Improvement Required	Working Towards	Embedding	Excelling	
SG 1 Board membership and collaboration				
TT17	The board is not yet adequately representing, serving, and working with the school community including mana whenua, to develop the school's vision, values, strategic direction, improvement priorities and goals.	The board is taking steps to represent, serve and work with the school community including mana whenua, to develop the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement and progress.	The board represents, serves, and works with the school community including mana whenua, to develop the school's vision, values, strategic direction, improvement priorities and goals related to learning, wellbeing, achievement and progress.	The board effectively represents, serves, and works with the school community including mana whenua, to collaboratively develop the school's vision, values, strategic direction, improvement priorities and goals related to learning, wellbeing, achievement and progress.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SG 2 Evidenced-informed strategic decision making				
	The board is not yet using learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions.	The board is making limited use of learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions.	The board is strengthening how it scrutinises learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions.	The board closely scrutinises a range of high-quality learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SG 3 School resourcing and principal performance			
The board is not sufficiently managing the school's resourcing (financial, property, and human resources) including managing the performance of the principal.	The board adequately manages the school's resourcing (financial, property, and human resources) including managing the performance of the principal.	The board effectively manages the school's resourcing (financial, property, and human resources) including managing the performance of the principal.	The board effectively manages and strategically plans for the school's resourcing (financial, property, and human resources) including managing the performance of the principal.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SG 4 Statutory obligations and reporting			
The board does not yet understand its statutory obligations and has not yet established systems and processes to review and report on its responsibilities, including developing and reviewing relevant policies and procedures.	The board is taking steps to understand its statutory obligations and is establishing systems and processes to review and report on its responsibilities, including developing and reviewing relevant policies.	The board understands and meets its statutory obligations and is implementing systems and processes to review and report on its responsibilities, including developing and reviewing policies and procedures that are fit for purpose.	The board understands and enacts its statutory obligations and effectively implements systems and processes to review and report on its responsibilities, including having policies and procedures that are coherent and fit for purpose.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SG 5 School leadership performance			
The board is not yet holding leaders to account for the performance of the school in relation to learner engagement, wellbeing, progress and achievement data.	The board is beginning to hold leaders to account for the performance of the school through analysing learner engagement, wellbeing, progress and achievement data.	The board holds leaders to account for the performance of the school through analysing learner engagement, wellbeing, progress and achievement data.	The board effectively holds leaders to account for the performance of the school through strategic scrutiny of learner engagement, wellbeing, progress and achievement data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SG 6 Board performance			
The board is yet to evaluate its own performance.	The board is beginning to evaluate its own performance.	The board evaluates its own performance.	The board regularly evaluates the effectiveness of its own performance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SG 7 Information sharing					
TT16	The school's results and evaluation findings are not yet shared with key stakeholders including whānau, hapū and iwi.	The school's results and evaluation findings are shared with some key stakeholders including whānau, hapū and iwi.	The school's results and evaluation findings are shared and discussed with key stakeholders including whānau, hapū and iwi.	The school's results and evaluation findings are meaningfully discussed with key stakeholders including whānau, hapū and iwi.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 8 Board gives effect to Te Tiriti o Waitangi					
TT18	The board is yet to give effect to Te Tiriti o Waitangi by ensuring the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; instruction is available in tikanga Māori and te reo Māori and; is working toward achieving equitable outcomes for Māori learners.	The board is beginning to give effect to Te Tiriti o Waitangi by ensuring the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; instruction is available in tikanga Māori and te reo Māori and; is working toward achieving equitable outcomes for Māori learners.	The board gives effect to Te Tiriti o Waitangi by ensuring the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; instruction is available in tikanga Māori and te reo Māori and; is working toward achieving equitable outcomes for Māori learners.	The board gives effect to Te Tiriti o Waitangi by working in partnership with mana whenua to ensure the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; quality instruction is available in tikanga Māori and te reo Māori and; is achieving equitable outcomes for Māori learners.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Te Tiriti o Waitangi

Improvement Required	Working Towards	Embedding	Excelling
TT 1 Learner understanding of Te Tiriti o Waitangi			
Learner outcomes Learners are yet to understand their role in giving effect to Te Tiriti o Waitangi as they are yet to be provided with opportunities to participate in te reo Māori, tikanga Māori or have an understanding of mātauranga Māori and the histories of Aotearoa.	Learners are beginning to understand their role in giving effect to Te Tiriti o Waitangi by provision of opportunities to participate in te reo Māori, tikanga Māori and beginning to learn about mātauranga Māori and the histories of Aotearoa.	Learners increasingly understand their role in giving effect to Te Tiriti o Waitangi as they are provided with opportunities for active participation in te reo Māori, tikanga Māori and understand aspects of mātauranga Māori and the histories of Aotearoa.	Learners understand their role in giving effect to Te Tiriti o Waitangi through provision of high-quality opportunities for active participation in te reo Māori, tikanga Māori and articulating a broad understanding of mātauranga Māori and the histories of Aotearoa.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT 2 Whānau involvement in decision making			
L7 Leaders are yet to involve whānau, hapū and iwi in decision making in the school.	Leaders are beginning to involve whānau, hapū and iwi in decision making in the school. The school's vision, goals, targets and priorities are yet to reflect those set out by whānau, hapū and iwi.	Leaders increasingly involve whānau, hapū and iwi in decision making in the school. The school's vision, goals, targets and priorities are beginning to reflect those set out by whānau, hapū and iwi.	Leaders consistently involve whānau, hapū and iwi in decision making. The school's vision, goals, targets and priorities reflect those set out by whānau, hapū and iwi, and are anchored in a thoughtful understanding of the principles of Te Tiriti o Waitangi.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT 3 Integrated te ao Māori learning opportunities			
C7 Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are not yet included in all aspects of the school's curriculum.	Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are beginning to be included in all aspects of the school's curriculum.	Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are increasingly woven through all aspects of the school's curriculum.	Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are effectively woven through all aspects of the school's curriculum.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TT 4 Stakeholder aspirations incorporated into curriculum				
C2	The aspirations of stakeholders are yet to be addressed through a school curriculum.	The aspirations of some stakeholders are beginning to be addressed through a school curriculum.	The aspirations of most stakeholders including learners, whānau and iwi are being addressed in the school curriculum.	The aspirations of all key stakeholders including learners, whānau, hapū and iwi are addressed through an explicit, sequenced school-wide curriculum.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT 5 Curriculum reflects local contexts and learner understanding				
C3	The curriculum is not yet reflecting local contexts or building from learners' experiences, knowledge and understanding.	The curriculum is beginning to reflect local contexts, and/or builds from learners' experiences, knowledge and understanding.	The curriculum increasingly reflects local contexts in a way that builds from learners' experiences, knowledge and understanding. Consequently, the school is beginning to offer more meaningful learning opportunities.	Local contexts are reflected throughout the curriculum in a way that builds from learners' experiences, knowledge and understanding. Consequently, the school offers a range of relevant and meaningful learning opportunities.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT 6 Commitment to Te Tiriti o Waitangi				
PCCE11	Teachers do not yet understand their commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership.	Teachers beginning to understand their commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership.	Teachers voice a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership by understanding and recognising the unique status of tangata whenua.	Teachers authentically demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership by understanding, recognising and celebrating the unique status of tangata whenua.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT 7 Supporting parents and whānau to engage in learning				
TL6	Teachers are yet to provide support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	Teachers provide some support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	Teachers provide relevant and useful support and resources to parents and whānau so they can assist their child's learning, progress and pathways.	Teachers regularly provide relevant and useful support and resources to parents and whānau so they can work in partnership in their child's learning, progress and pathways.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TT 8 Culturally-responsive pedagogies				
TL9	Teachers are not yet using culturally-responsive pedagogies and practices to engage learners.	Teachers are beginning to use culturally-responsive pedagogies and practices that engage some learners with purposeful, engaging and relevant learning.	Teachers increasingly use a range of culturally-responsive pedagogies and practices that engage learners with purposeful, engaging and relevant learning.	Teachers effectively use a range of culturally-responsive pedagogies and practices that engage learners with purposeful, engaging and relevant learning.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT 9 Professional learning in te reo and te ao Māori				
PCCE9	Leaders and teachers have limited opportunities to engage in professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	Leaders and teachers are beginning to engage in professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	Leaders and teachers are engaging in effective professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.	Leaders and teaching staff are fully engaged in and committed to ongoing and effective professional learning to improve confidence and capability in te reo Māori, tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability in teaching and learning.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TT 10 Data analysis for evidenced-based improvement					
PCCE10	Leaders and teachers are not yet collecting, analysing, and interpreting data to make evidence-based decisions for school improvement. An agreed shared approach to collecting and managing data is not yet in place . The school does not have sufficient internal data analysis capability.	Some leaders and teachers are beginning to collect, analyse, and interpret data including seeking Māori learners and whānau voices to make evidence-based decisions for school improvement. The school has an agreed shared approach to collecting and managing data. The school is growing its data analysis capability.	Leaders and teachers are strengthening the ways they collect, analyse, and interpret data including seeking Māori learners and whānau voices. Data is being used more widely to inform decision making for school improvement. The school has a system of data collection and management. The school has strong data analysis capability.	Leaders and teachers confidently collect, analyse, and interpret data from a range of sources including seeking Māori learners and whānau voices. Data informs decision making for school improvement at class, team and school level . The school has sophisticated data collection and management systems . The school has strong, diversified data analysis capability and demonstrates a commitment to growing this capability.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TT 11 Safe and inclusive environment					
IW1	The school is not yet providing a physically and emotionally safe and inclusive environment for all learners.	The school is taking steps to improve its provision of a physically and emotionally safe and inclusive environment for all learners.	The school is strengthening and consolidating its provision of a physically and emotionally safe and inclusive environment for all learners; the school is increasingly free from racism, discrimination and bullying.	The school provides a physically and emotionally safe and inclusive environment , free from racism, discrimination and bullying, for all learners.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TT 12 Identity, language and culture				
IW2	Leaders and teachers are considering ways to recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community.	Leaders and teachers are beginning to recognise, affirm and value the diverse identities, languages and cultures of learners, parents, whānau and the community.	Leaders and teachers recognise, affirm, value and increasingly cater for the diverse identities, languages and cultures of learners, parents, whānau and the community.	Leaders and teachers recognise, affirm, value and cater for the diverse identities, languages and cultures of learners, parents, whānau and the community.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT 13 Wellbeing and inclusion policies and programmes				
IW3	Leadership does not yet have adequate policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning.	Leadership is beginning to develop policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning.	Leadership is strengthening policies, programmes and practices to promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning.	Leadership ensures that a comprehensive range of policies, programmes and practices promote learners' wellbeing, inclusion, confidence in their identity, language and culture; and engagement in learning.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT 14 Reducing barriers and supporting access				
IW4	Leaders and teachers are not yet taking steps to reduce barriers to education and support access to learning for all learners.	Leaders and teachers are taking steps to reduce barriers to education and support access to learning for some groups of learners.	Leaders and teachers use increasingly effective strategies to reduce barriers to education and support access to learning for all , including for Māori and Pacific learners, disabled learners and those with learning support needs.	Leaders and teachers use a range of effective strategies to reduce barriers to education and support access to learning for all , including for Māori and Pacific learners, disabled learners and those with learning support needs.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TT 15 Partnerships with Māori				
P8	The school is yet to consider giving effect to Te Tiriti o Waitangi through partnerships with Māori and mana whenua.	The school is beginning to give effect to Te Tiriti o Waitangi through partnerships with Māori and mana whenua to develop goals for Māori learners to achieve educational success as Māori.	The school is giving effect to Te Tiriti o Waitangi through partnerships with Māori and mana whenua focused on actions to support Māori learners achieve educational success as Māori.	The school is authentically and actively giving effect to Te Tiriti o Waitangi through building trusting and sustained partnerships with Māori and mana whenua. Māori learners are enjoying and achieving educational success as Māori.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT 16 Information sharing				
SG7	The school's results and evaluation findings are not yet shared with key stakeholders including whānau, hapū and iwi.	The school's results and evaluation findings are shared with some key stakeholders including whānau, hapū and iwi.	The school's results and evaluation findings are shared and discussed with key stakeholders including whānau, hapū and iwi.	The school's results and evaluation findings are discussed and scrutinised with key stakeholders including whānau, hapū and iwi.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TT 17 Board membership and collaboration				
SG1	The board is not yet adequately representing, serving, and working with the school community, including mana whenua, to develop the school's vision, values, strategic direction, improvement priorities and goals.	The board is taking steps to represent, serve and work with the school community, including mana whenua, to develop the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement, and progress.	The board represents, serves and works with the school community, including mana whenua, to develop the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement, and progress.	The board effectively represents, serves and works with the school community, including mana whenua, to collaboratively develop the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement, and progress.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TT 18 Board gives effect to Te Tiriti o Waitangi				
SG8	The board is yet to give effect to Te Tiriti o Waitangi by ensuring the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; instruction is available in tikanga Māori and te reo Māori and is working toward achieving equitable outcomes for Māori learners.	The board is beginning to give effect to Te Tiriti o Waitangi by ensuring the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; instruction is available in tikanga Māori and te reo Māori and; is working toward achieving equitable outcomes for Māori learners.	The board gives effect to Te Tiriti o Waitangi by ensuring the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; instruction is available in tikanga Māori and te reo Māori, and is working toward achieving equitable outcomes for Māori learners.	The board gives effect to Te Tiriti o Waitangi by working in partnership with mana whenua to ensure the school: plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; quality instruction is available in tikanga Māori and te reo Māori, and is achieving equitable outcomes for Māori learners.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation for Improvement

Improvement Required	Working Towards	Embedding	Excelling
E 1 Evaluation planning			
A planned approach to school improvement is not yet in place, is ad hoc, or is not informed by evidence /evaluation.	A planned approach to school improvement is in place and is informed by evidence / evaluation.	A systematic approach to planning for school improvement is in place informed by high quality evidence and evaluation.	A systematic approach to planning for sustained school improvement and innovation is in place, and is informed by adaptive, responsive , high-quality evidence and evaluation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E 2 Embedded evaluation for improvement			
A shared understanding of the role of evaluation in school improvement is not yet in place .	The school is building a shared understanding of the role of evaluation for improvement.	The school has an embedded understanding of the role of evaluation for improvement.	The school has an embedded and sustained understanding of the role of evaluation for improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E3 Evaluation capability			
Evaluation capability in the school is limited .	Evaluation capability in the school is growing .	Evaluation capability in the school is established across groups / year levels / units.	Evaluation capability is embedded across the school and across groups / year levels / units and is valued and sought out by peers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E 4 Cycle of evidence-driven school improvement			
Leaders and teachers are not yet using evaluative evidence to plan and implement actions for improvement or monitor the progress and impacts of their actions.	Leaders and teachers are beginning to use evaluative evidence to plan and implement actions for improvement and monitor the progress and impacts of their actions.	Leaders and teachers regularly use evaluative evidence to plan and implement actions for improvement and monitor the progress and impacts of their actions using appropriate measures and indicators.	The use of evaluative evidence to plan and implement actions for school improvement is an embedded practice. Leaders and teachers monitor the progress and impacts of their actions using appropriate measures and indicators and capture learnings to inform future planning cycles.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E 5 Organisational conditions			
Organisational conditions to drive strategic improvement are not yet established .	Organisational conditions, including leadership, policies, systems, processes and practices, are being established to drive strategic improvement.	Organisational conditions, including leadership, policies, systems, processes and practices, are being strengthened to inform improvement.	Coherent organisational conditions , including leadership, policies, systems, processes and practices, drive strategic improvement at all levels of the school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>