

# SEF Self-assessment Survey 2017

## Lansvale Public School (5220)

As part of the school planning, self–assessment and reporting cycle of School Excellence, all schools self–assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. Schools critically reflect on their school improvement efforts to inform their decision making process for future directions.

This School Excellence Framework Self–assessment Survey (SEF S–aS) has been designed to support schools to capture the “point–in– time” judgement that has been informed by their ongoing self–assessment processes using the School Excellence Framework.

The statements of excellence in the School Excellence Framework are central to guiding a school’s reflection on each element. The on–balance judgement determined by the school is a reflection of the school’s progress on these statements.

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# Learning: Learning Culture

*In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.*

**The school's on-balance judgement for this element is: Excelling**

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The descriptors chosen are:

**Theme: High expectations**

**Excelling**

*The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.*

*Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.*

**Theme: Transitions and continuity of learning**

**Excelling**

*The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.*

**Theme: Attendance**

**Excelling**

*Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.*

# Learning: Wellbeing

*In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.*

**The school's on-balance judgement for this element is: Excelling**

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The descriptors chosen are:

**Theme: Caring for students**

**Sustaining and Growing**

*Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.*

**Theme: A planned approach to wellbeing**

**Sustaining and Growing**

*The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.*

**Theme: Individual learning needs**

**Excelling**

*There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.*

**Theme: Behaviour**

**Excelling**

*Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.*

# Learning: Curriculum

*In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.*

**The school's on-balance judgement for this element is: Excelling**

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The descriptors chosen are:

## **Theme: Curriculum provision**

### **Excelling**

*The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.*

*Students' learning and courses of study are monitored longitudinally (for example K–2; K–6; 7–12) to ensure continued challenge and maximum learning.*

## **Theme: Teaching and learning programs**

### **Excelling**

*Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.*

## **Theme: Differentiation**

### **Excelling**

*Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.*

# Learning: Assessment

*In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.*

**The school's on-balance judgement for this element is: **Excelling****

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The descriptors chosen are:

**Theme: Formative assessment**

**Excelling**

*Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.*

**Theme: Summative assessment**

**Excelling**

*The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.*

**Theme: Student engagement**

**Excelling**

*Students and parents understand the assessment approaches used in the school and their benefits for learning.*

*Feedback from students on their learning derived from assessments informs further teaching.*

**Theme: Whole school monitoring of student learning**

**Excelling**

*The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.*

*The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.*

# Learning: Reporting

*In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum.*

**The school's on-balance judgement for this element is: **Excelling****

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The descriptors chosen are:

**Theme: Whole school reporting**

**Excelling**

*The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.*

**Theme: Student reports**

**Excelling**

*Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.*

**Theme: Parent engagement**

**Sustaining and Growing**

*Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.*

# Learning: Student performance measures

*In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.*

**The school's on-balance judgement for this element is: Sustaining and Growing**

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The descriptors chosen are:

**Theme: Value-add**

**Excelling**

*The school achieves excellent value-added results, significantly above the value added by the average school.*

**Theme: NAPLAN**

**Sustaining and Growing**

*At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.*

**Theme: Student growth**

**Sustaining and Growing**

*Students are aware of – and most are showing – expected growth on internal school progress and achievement data.*

**Theme: Internal and external measures against syllabus standards**

**Sustaining and Growing**

*School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.*

# Teaching: Effective classroom practice

*In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.*

**The school's on-balance judgement for this element is: **Excelling****

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The descriptors chosen are:

## **Theme: Lesson planning**

### **Excelling**

*All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.*

## **Theme: Explicit teaching**

### **Excelling**

*A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.*

## **Theme: Feedback**

### **Excelling**

*Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.*

## **Theme: Classroom management**

### **Excelling**

*All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.*



# Teaching: Data skills and use

*In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.*

**The school's on-balance judgement for this element is: **Excelling****

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The descriptors chosen are:

## **Theme: Data literacy**

### **Excelling**

*All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.*

## **Theme: Data analysis**

### **Excelling**

*The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.*

## **Theme: Data use in teaching**

### **Excelling**

*Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.*

## **Theme: Data use in planning**

### **Excelling**

*School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.*

*Strategies implemented reflect research on best practice and include ongoing monitoring of success.*

# Teaching: Professional standards

*In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.*

**The school's on-balance judgement for this element is: **Excelling****

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The descriptors chosen are:

## **Theme: Improvement of practice**

### **Excelling**

*The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.*

## **Theme: Accreditation**

### **Sustaining and Growing**

*The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.*

*All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.*

## **Theme: Literacy and numeracy focus**

### **Excelling**

*All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.*

# Teaching: Learning and development

*In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.*

**The school's on-balance judgement for this element is: **Excelling****

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The descriptors chosen are:

**Theme: Collaborative practice and feedback**

**Excelling**

*The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.*

**Theme: Coaching and mentoring**

**Sustaining and Growing**

*Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.*

**Excelling**

*Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.*

**Theme: Professional learning**

**Excelling**

*The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.*

*Teachers collaborate with staff in other schools to share and embed good practice.*

**Theme: Expertise and innovation**

**Excelling**

*Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.*

# Leading: Educational leadership

*In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.*

**The school's on-balance judgement for this element is: Excelling**

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The descriptors chosen are:

**Theme: Instructional leadership**

**Excelling**

*The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.*

**Theme: High expectations culture**

**Excelling**

*The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.*

**Theme: Performance management and development**

**Excelling**

*The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.*

**Theme: Community engagement**

**Excelling**

*The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.*

# Leading: School planning, implementation and reporting

*In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.*

**The school's on-balance judgement for this element is: **Excelling****

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The descriptors chosen are:

**Theme: Continuous improvement**

**Excelling**

*The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.*

**Theme: School plan**

**Excelling**

*The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.*

**Theme: Annual report**

**Excelling**

*The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success.*

*The annual report contains data that measures the impact of the plan in terms of student learning progress.*

# Leading: School resources

*In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery.*

**The school's on-balance judgement for this element is: Excelling**

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The descriptors chosen are:

**Theme: Staff deployment**

**Theme: Facilities**

**Theme: Technology**

**Excelling**

*Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.*

**Theme: Community use of facilities**

**Excelling**

*The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community.*

**Theme: Financial management**

**Excelling**

*Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.*

# Leading: Management practices and processes

*In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.*

**The school's on-balance judgement for this element is: **Excelling****

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The descriptors chosen are:

**Theme: Administrative systems and processes**

**Excelling**

*The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.*

*The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.*

**Theme: Service delivery**

**Excelling**

*Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.*

**Theme: Community satisfaction**

**Excelling**

*The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.*