



A School Review and Improvement Framework

Adventist Schools Australia



Adventist Schools Australia

A PO Box 4368, Ringwood Victoria 3134

P +61 3 9871 7518

F +61 3 9870 7715

W <http://asa.adventist.edu.au>

Published

May 2013

© Adventist Schools Australia

Contents

	A Message from the National Director	3
	The Special Character of Adventist Schools	4
	Rationale for Development of the QAS Framework	5
	Guiding Principles	8
	<i>Quality</i>	
	<i>Improvement</i>	
	<i>Learning Culture</i>	
	<i>Context</i>	
	<i>Flexibility</i>	
	<i>Student Achievement</i>	
	<i>Honesty and Trust</i>	
	<i>Alignment</i>	
	<i>Empowered Leadership</i>	
	<i>Improvement is Core Business</i>	
1	<i>Practicality / Simplicity</i>	
	<i>Reflective Culture</i>	
	Key Features of the Framework	10
	<i>Identifies Best Practice</i>	
	<i>Evidence Driven</i>	
	<i>Role of Education Directors</i>	
	<i>Language and Terminology</i>	
	The Process	12
	<i>The Internal Review Process</i>	
	<i>5-Year Component Review Plan</i>	
	<i>Annual Component Review Plan</i>	
	<i>Component Review & Self-Assessment Process</i>	
	<i>The External Review Process</i>	
	<i>Component Review Validation</i>	
	<i>Quality Adventist Schools Cyclic Review (QASCR)</i>	
	<i>The Rating Scale</i>	
	<i>Tips for Implementation</i>	
	<i>Evidence</i>	
	<i>Remember..</i>	
2	The Components	27
	<i>Overview of Structure</i>	
	<i>Links to other Documents</i>	
	<i>Details of 20 Components</i>	
3	Resources & Templates	97
4	Appendices:	104
	1. <i>Acknowledgements</i>	
	2. <i>References</i>	
	3. <i>The Development of the Quality Adventist Schools Project</i>	
	4. <i>An Adventist School – A Community of Faith and Learning</i>	
5	QAS Cyclic Review	
6	School Records	

A Message from the National Director

The development of a school improvement framework for Adventist schools evolved from a desire to fulfil our vision statement:

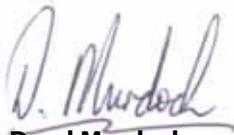
'Authentic Adventist education through quality sustainable schools supported by appropriate governance structures'

Flowing from this desire, the Quality Adventist Schools (QAS) project was initiated. The project brief was to develop a school improvement framework based on world's best practice and provide a process for schools to engage in the further strengthening of their professional learning cultures. In addition, the QAS is designed to provide the cornerstone for school-based review processes and meaningful professional conversations between schools and system leadership in relation to shared strategic goals.

The QAS framework is comprised of four domains and twenty self-review Components. These Components reflect the professional voice of just over 100 people engaged in Adventist education – teachers, principals, directors of education and consultants. It is my belief that, informed by the professional knowledge and contextual wisdom that already exists in our schools, these Components will serve to foster valuable professional dialogue in every Adventist school. The quality of this dialogue and its basis in sound evidence will lead to a focus on improvement and, most importantly, to better learning outcomes for all students.

The Quality Adventist Schools Reference Committee is to be commended for maintaining broad consultation and engagement in the development and delivery of a simple, aligned and flexible school improvement framework. It has been a pleasure to witness the professional openness and generosity of our system directors and school communities in the creation of the QAS framework. The successful implementation of the framework hinges on a continuing spirit of collaboration and professional openness and honesty.

It is my pleasure to commend the framework to you and I wish to thank you for your support on the journey to date. The strategic benefits of a shared system school improvement framework are not to be underestimated. However, the challenge is to now work constructively to embed this school improvement strategy in service to the Church and the families who entrust us with the educational and spiritual development of their children.



Dr Daryl Murdoch
National Director
Adventist Schools Australia



The Special Character of Adventist Schools



While every Adventist school is unique by virtue of its location and circumstances, all authentic Adventist schools share certain distinctive qualities. The atmosphere and ethos that is created can be experienced and observed at both the tangible and intangible levels. The term, 'special character' is used to describe that distinctiveness.

The heart and soul of Adventist education stems from a worldview regarding the origin, meaning, purpose, and destiny of human life. These beliefs and assumptions are drawn from the Bible and are reflected in the logo which is central to this model. The writings of Ellen G White are also acknowledged as an inspired commentary and guide in applying these understandings in the context of the school. The outcome of this effort is a "special character" that reflects the reasons, the vision, the aspirations and the values that are important to Adventist educators.

Each school is seen as a total learning environment, with careful attention to a balance between study, worship, labour and recreation. It is a community in which spirituality, industry, a spirit of cooperation, a sense of safety and security, and respect for the diversity of individuals and cultures are valued and nurtured. As cultural beings, teachers, students and others will participate in seeking, communicating and expressing the essence of that culture in language, story, symbolism, worship and acceptable standards of behaviour and lifestyle consistent with Adventist worldview.

The culture and ethos of the school consistently reflect the practical endorsement of a biblical worldview and its implicit values. This culture seeks to be Christian generally, and Seventh-day Adventist in particular. Each school community will function in a complementary relationship with the family, the Church, and other schools in the system.

Elements of Special Character

Education's Ultimate Purpose: 'The restoration of human beings to the image of their Maker through a saving relationship with Jesus Christ, and the balanced development of the whole person.'

Students: Students are viewed as multifaceted beings uniquely created in God's image, but marred by sin. They are seen with need to develop comprehensive wholeness and integrity, to reach their highest potential in all human faculties, and to fulfil God's purpose for their lives.

The Role of the Teacher: The teacher-minister's role is of central importance in the life of the Adventist school. Teacher-ministers are expected to be exemplary models of Seventh-day Adventist culture and Christian graces, and to demonstrate professional competence in teaching, pastoral nurture and ministry.

The Curriculum: All learning areas are approached from the perspective of the biblical worldview within the context of the Cosmic Conflict theme. As a 'balanced curriculum that promotes an integrated perspective of faith and learning, it addresses the major developmental needs in the spiritual, intellectual, physical, social, emotional, and vocational realms. It also reflects appreciation for Christian heritage, community building and citizenship, concern for social justice, and stewardship of the environment.

Teaching and Learning: An appropriate emphasis is placed on all forms of true knowledge. There is sensitivity to the culture, typical methods and skills of the respective subject fields and their place within the scheme of learning from a Christian perspective. Teaching methods are sensitive to the diversity of the gifts and needs of all students and seek to actively engage them personally and collaboratively, and give opportunity to put into practice what has been learned. Excellence is encouraged and facilitated in all areas.

Rationale for the Development of the QAS Framework

The Quality Adventist Schools Framework (QASF) provides all Adventist schools in Australia with a robust structure for raising quality, achieving excellence and delivering better outcomes for our students and their families. The QASF is a simple yet dynamic tool designed to assist schools to undertake self-assessment, which is context-specific, evidence-informed and outcomes-focused. Adventist schools in Australia use the QASF to critically examine their programs and practices. The framework provides a focus through which schools can evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives.

The framework assists schools to:

- make best use of evidence-informed processes and tools to evaluate their performance.
- self-assess to identify school priorities.
- develop a 5 year school plan and an annual plan with a focus on improvement over time.
- establish accountability measures and inform further planning.

Put simply, in the rapidly changing educational context of Australia and internationally, Adventist schools need to be...

a. Achieving Excellence

“Achieving excellence in schooling, like all fields of human endeavour, requires a commitment to continuous improvement and quality assurance. High performing schools direct their energies and resources towards the improvement of learning to maximise achievement and realise the potential of all students. They are committed to making a difference and doing things better. These schools use research and planning to ask questions and to evaluate practices impacting on student outcomes.” School Improvement Framework – ACT Public Schools – Page 1

All Adventist schools in Australia will progress through a cycle of self-assessment where they regularly assess development, reflect on effectiveness and establish key areas for improvement where necessary. The Quality Adventist School Framework (QASF) assists and supports schools in this endeavour. The goal is to provide high quality education in all our school communities to the benefit of our students and their families.

b. Continually Improving

We believe that our schools are God’s schools. We want to be responsible stewards of His resources. We therefore need to be continually alert at looking at ways to improve our product and outcomes. Excellent schools demonstrate a commitment to ongoing self-assessment, evidence-informed practice and strategic planning. Many Adventist schools in Australia are high performing schools, and all can be. It is with this expectation that schools seek to better understand their context and more confidently direct future attention to areas for improvement in order to deliver better outcomes. Reflective practices assist schools to focus on important questions, such as: How can this school better demonstrate and integrate its faith and special character? How can this school help students become successful learners and informed citizens? How can this school support quality teaching and leadership? How can this school develop and sustain strong partnerships? How can this school improve outcomes for all students?



How can this school support quality teaching and leadership? How can this school develop and sustain strong partnerships? How can this school improve outcomes for all students?

c. Focused on the Fundamentals

While quality schools have unique aspects relevant to their particular community and circumstances, there are common fundamentals that consistently characterise the quality of Adventist schools.

These fundamentals are expressed as four domains in the QASF and form its foundation.

- Adventist Identity**
- Learning & Teaching**
- Leading School Improvement**
- Community Partnerships**

In relation to our **Adventist Identity**, quality Adventist schools:

- are clear and proud of our heritage and the Seventh-day Adventist Church.
- ensure that Christian principles and our special character are embedded in every aspect of the school.
- provide many opportunities for students and their families to accept Christ as their personal Saviour.



In relation to **Learning and Teaching**, quality Adventist schools:

- set high expectations for learning to challenge and engage all students to achieve their potential.
- have a strong focus on high quality teaching in every classroom and a commitment to professional learning.
- deliver a curriculum that provides all students with a solid foundation in core knowledge, understandings, skills and values while being responsive to individual needs.
- have structures and processes to identify, support and monitor the needs and performance of each individual student.
- ensure all students can access and participate fully in their school's learning programs and promote the involvement of students in the life of the school.



In relation to **Leading School Improvement**, quality Adventist schools:

- establish and publish a shared and clear vision of the school's values, goals, priorities and directions.
- demonstrate strategic, purposeful and participative leadership, with a strong focus on student achievement through quality teaching.
- manage resources and risks in ways that support the school's vision and maintain its operational integrity.



In relation to **Community Partnerships**, quality Adventist schools:

- are safe, supportive, inclusive and welcoming places.
- actively encourage and support parents to be involved in their children's learning.
- foster a genuine collaborative relationship with the school, and wider community.
- celebrate and promote achievement within the community.



d. United as a System

Adventist Schools in Australia operate within school companies under the guidance of Adventist Schools Australia (ASA). A strong sustainable school system requires that there be unity and consistency across all Adventist schools and across the school companies. The QASF sets the standard for all Adventist schools and provides a common platform for collaboration and enhancing school improvement.

e. Preparing for the Future

It is exciting to know that, in the QASF, Adventist schools in Australia have a world class school improvement framework. The advantages to implementing and embedding the QASF into the school include:

- improving outcomes for students.
- improving the teaching and learning culture.
- maintaining a strong focus on Adventist identity.
- a strong engagement with the community.
- compliance with the Australian government national school improvement agenda.

Our Aim:

To build a framework for schools to self-evaluate that builds a culture of improvement and excellence to ensure our schools are quality, sustainable schools.

The QAS Framework will:

- Provide direction for school organisation & direction
- Develop a culture of ‘Professional Conversations’
- Focus on improving student outcomes
- Describe excellence/best practice
- Identify areas for improvement
- Empower school leadership
- Be evidence based
- Recognise success

Quality Adventist Schools																			
Special Character	Vision, Mission & Values	Sharing Faith	Pastoral Care	Rationale for Teaching	Student Learning & Engagement	Teaching Practices	Curriculum	Assessment & Reporting	Student Achievement	Professional Learning	Leading the Learning & Improvement Culture	Improvement Processes & Planning	Human Resources	Finances, Facilities & Resources	Compliance & Accountability	Students & their Families	Church	Wider Community	Professional Partnerships
Adventist Identity				Learning and Teaching						Leading School Improvement				Community Partnerships					

Guiding Principles

The QASF and its implementation processes are informed by the best practice and research not only within our own school system, but taking account of national and international standards. The mandate of the QASF is to deepen the capacity of schools to improve their outcomes with a particular focus on ensuring students are achieving their academic and personal potential. The guiding principles of the framework are:

Quality

It is our God-given mandate and responsibility to provide the very best possible education for our students. Yet quality does not just happen. It takes effort, time and planning. It depends on a school's willingness and capacity to evaluate and plan for improvement. Quality should be built into a school's day to day culture – not bolted on.

'And whatever you do, do it heartily, as to the Lord and not to men.' Colossians 3:23.

'Whatever your hand finds to do, do it with all your might.' Ecclesiastes 9:10

Improvement

School Improvement is most successful and meaningful if it is continual and internally driven not externally imposed. Improving quality depends upon everyone in the school community owning its own school improvement journey.

Learning Culture

Continually improving schools have a widely shared culture of improvement and shared objectives that everybody owns. Such schools are clearly and consistently focused on learning outcomes for all students. Leaders and teachers are engaged as active learners. There is potential for schools to be driven by events and the 'busy-ness' of daily school life. Schools need to plan strategically for improving the learning culture.

Context

All Adventist schools are unique, serving different communities. No one knows a school better or is more attuned to the possibilities for real improvement than the people working in it.

Flexibility

The QASF is flexible enough to be implemented in a wide range of school settings. It is a toolkit, that allows schools to implement to suit their own circumstances.

Student Achievement

Improving the learning outcomes for students is the core objective of the QASF. All strategies and processes should lead to the personal and academic success of individual students.

Honesty and Trust

An open and honest culture is based on mutual trust. Leaders, teachers, students, parents and the broader community will be engaged in authentic professional conversations throughout the processes of the QASF. A climate of honest reflection requires a 'no blame' paradigm within which people can feel free to identify performance improvement areas with impunity.

Alignment

The QASF has been designed to align with a number of existing processes and expectations:

ASA Accreditation/Quality Adventist Schools Review (QASR)

Adventist Schools – Community of Faith and Learning Model

AITSL National standards for Teachers

AITSL National standard for Principals

However, the continual alignment to ASA priorities and National expectations will drive the refinement of the QASF. Therefore, the framework provides an organising structure around which these alignment conversations can occur.

Empowered Leadership

A culture of reflective practice operates best when the formal leadership group actively encourages more dispersed leadership at all levels in the organisation. The effective Adventist school leader develops leadership skills in his/her colleagues.

Improvement is Core Business

For effective school improvement to occur, sufficient time is required for reflection and strategic thinking. It is important that schools do not see this process as 'just another thing to do' because it is, in fact, their core business. It is suggested that schools use and modify existing school structures and meetings to address the components of the QASF rather than creating another set of meetings.

Practicality/ Simplicity

In order for the QASF to be embedded in the culture of the school, it is crucial that the document and its processes are simple and practical. A desire for simplicity is in many ways a concern for sustainability. To the extent that schools themselves maintain the spirit of simplicity in how they go about self-assessments and consequent improvement plans, the framework will remain simple, lean and effective.

Reflective Culture

The QASF recognises that reflection and professional dialogue act as drivers for improvement. It allows staff to improve the professional culture within their own school. Professional conversations are fundamental to the QASF and its successful implementation. In simple terms, an organisation is the sum of all the conversations that happen within it. Whether the conversations are in professional learning communities, staff meetings, leadership teams, parent information forums, pupil-teacher interactions, among clusters of colleagues or in the many informal ways that people interact, the nature and quality of these conversations will determine the quality of our schools. These professional conversations drive decisions and actions. Better conversations lead to better actions. Smart organisations attend to the quality of their conversations as core business. It is hoped that the components will lead schools into smarter conversations about their performance in key areas.



“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives.” Willa A. Foster

Key Features of the Framework

Identifies Best Practice

The QASF sets the benchmark for excellence in Adventist Education. Using a 7 point rating scale, standards are described at Ratings 2, 4 and 6. Level 6 describes what best practice looks like for Adventist Schools in Australia, while Rating 7 would be classified as 'world-class'. It is not the expectation for every school to achieve at Rating 6 across all 20 components as this would be unrealistic. A Rating 6 is set at a standard that is attainable and should be strived for, but difficult to achieve. A full explanation of the rating scale is outlined further in this framework document.

Evidence Driven

Research has identified that schools improve when they draw on a range of evidence from a variety of sources to inform their decision-making. Processes for identifying and gathering evidence should be fair and balanced, followed by analysis that is valid, reliable and trustworthy. When evidence is carefully gathered and critically examined by the school community (staff, students, parents and carers), it provides a platform for considered debate and consensus, and increases the level of confidence stakeholders place in subsequent findings. When all groups within a school community feel included in the data-gathering process it is more inclined to take greater ownership of findings and be more committed to improvement plans. Likewise, when a school community fully understands an issue, on the basis of balanced information, it is more likely to embrace change.

Role of Education Directors

It is crucial that schools work in partnership with ASA and school company education directors. Specifically, the education director should provide leadership and support in the following areas:

- Ensure the QASF is being implemented and embedded in the culture of a school.
- Assist school administration in establishing the Cyclic Component Review Plan – especially when a new principal comes into a school. The education director can provide vital support and information to set the vision, needs and priorities for a school.
- Co-ordinate the validation process, once a school has completed a Component Review.
- Participate in the validation process.
- Use the QASF as a springboard for professional dialogue with the school administration when visiting.
- Participate as a member of the QASR visiting team

The most effective way of improving the quality of education for individual pupils is to expect schools to take responsibility for their own quality assurance. Quality should be built into a school's day to day work and not bolted on. Ian Gamble

Language and Terminology

It is important that a common language is used to define and understand the QASF. As such the following terms are used throughout the framework:

Domains:

The foundation of the framework is built upon four domains. These are the large definers that are the core building blocks of an excellent Adventist school

1. Adventist Identity
2. Learning and Teaching
3. Leading School Improvement
4. Community Partnerships

Components:

Within each domain are a number of components. These are the pillars of the framework. They give structure to the framework. They provide a view of what is important in an Adventist school. They give direction and organisation to a school. In total there are twenty components. These components are:

Domain 1: Adventist Identity	
1.1	Special Character
1.2	Vision, Mission and Values
1.3	Sharing Faith
1.4	Pastoral Care



Domain 2: Learning and Teaching	
2.1	Rationale for Teaching
2.2	Student Learning and Engagement
2.3	Teaching Practices
2.4	Curriculum
2.5	Assessment and Reporting
2.6	Student Achievement
2.7	Professional Learning



Domain 3: Leading School Improvement	
3.1	Leading the Learning and Improvement Culture
3.2	Improvement Processes and Planning
3.3	Human Resources
3.4	Finances, Facilities and Resources
3.5	Compliance and Accountability



Domain 4: Community Partnerships	
4.1	Students and their Families
4.2	Church
4.3	Wider Community
4.4	Professional Partnerships



Elements:

Each component has then been further defined by elements. These are detailed descriptors of the key parts which make up the components. They help define the component by describing standards at each Rating 2, 4 and 6. Within each component, there are typically 3-5 elements that give further clarification and meaning to the component. For example – within the Component '1.4 – Pastoral Care', there are three Elements:

- 1.4.1 Relationships and Communication
- 1.4.2 Spiritual Character/Integrity
- 1.4.3 School Structures and Processes

The Process

The QASF process engages schools in undertaking a self-assessment of each of the twenty components over a 5 year period. This constitutes approximately 80% of the School Review and Improvement process. In evaluating each component, three key questions require genuine focus:

- How are we going?**
- How do we know?**
- What are we going to do now?**

The Internal Review Process

This section contains an outline of the basic processes involved in the use of the QASF:

- 5-Year Component Review Plan
- Annual Review Plan
- Component Review and Self-Assessment Process

5-Year Component Review Plan

Each school should maintain a current five year plan for the review of QASF Components. All twenty components will need to be reviewed at least once within each cycle of five years, although because 'Learning and Teaching' is core business, it is recommended that one or more component of this domain is reviewed annually. Schools can update and amend their plan at any time depending on changing local or systemic circumstances. See the Resource section for the '5-Year Component Review Plan' template.

Annual Component Review Plan

Once the 5-Year Review Plan has been established, a plan for a given year can be designed. As a rule of thumb, a minimum of four components should be reviewed each year. How the school maps out the plan for the year is primarily up to the school, however it is suggested that a review should take no longer than five to six weeks. It is possible to establish multiple review groups so that reviews can be conducted concurrently, thus getting the reviews done efficiently, rather than a school seeming to be constantly in the process of review.

Component Review and Self-Assessment Process

The following outline is offered by way of guidance to schools. Schools will devise their own processes particular to their contexts, but the following basic process will assist schools to get started -

Step 1 - Selection of annual review components

This should ideally happen in October/November of the year prior to the reviews and be based on the school's 5-Year Component Review Plan.

Step 2 - Briefing of staff and community

Developing ownership and transparency is crucial, therefore briefing the staff and community regarding an upcoming component review is important. This can be done by communications such as – newsletters, staff meetings, school council meetings, website postings.

Step 3 - Setting up of review groups

A review group may constitute up to 6-8 personnel from the school and its community. This may be an opportunity to broaden the leadership involvement of staff not in the formal leadership team. In smaller schools which don't have the personnel to establish different component review "groups" consider staff working in pairs. Components will need to be timed to fit realistically within the capability of each school context. Review groups can operate concurrently within the school if appropriate.

Step 4 - Review group looks at evidence

In addressing the second key question - 'How do we know?' - the review group will consider the evidence. New data need only be gathered for a review when it is clear that existing evidence is insufficient to establish triangulation of evidence. In this context, triangulation demonstrates consistency from a range of evidence, requiring the use of more than a single source so that conclusions can be drawn with confidence.

Once triangulation has established that the evidence is consistent, the review group is advised to stop collecting. A provisional rating is then agreed by the review group and shared more widely for discussion with other staff/wider school community. The review group will use the 'Component Review and Self-Assessment' template (found in the Resource Section) to conduct a review.

Step 5- Provisional rating shared

The review group will then discuss the findings and provisional rating with the principal and/or staff. The normal consultation processes used within the school such as staff, councils and other meetings will suffice for this step.

Step 6 - Communication of results as appropriate

The results of a component review and self-assessment will be communicated as appropriate. It is strongly recommended that the school include a summary of their self-assessments and improvement plans in their Annual Reports to their community. This will assist the school greatly when giving account of their improvement journey.

A record of component self-assessments, examples of evidence used and annual school Improvement plans should also be kept to inform the process of external QASR. This can be kept electronically on the QAS Portal or in hard copy in the School Records section of this manual.

Step 7 - Monitoring and review of Annual School Improvement Plans

In addressing the third key question - 'What are we going to do now?' - it is vital that an improvement plan is put into place by the school leadership team and staff to ensure that the recommendations that arise from component reviews and self-assessments are implemented, monitored and reviewed.

It could be very easy to get busy doing 'Component Reviews' without any decisions to address recommendations for improvement. Recommendations could include immediate action, longer term or deferred action for improvement. However, as a result of component reviews, all recommendations need to be incorporated and addressed in rolling School Improvement Plans over time.

The External Review Process

There is an external moderation and accountability of the internal component review. Personnel external to the school contribute to the schools improvement process through two main functions - **Component Review Validation** and **QAS Cyclic Review (QASCR)**. This constitutes approximately 20% of the School Review and Improvement process.

Component Review Validation

The Component Review Validation aims to ensure a consistent approach and standard is maintained across all Adventist Schools, and the personnel who manage this process work as 'critical friends' and mentors for the school.

Upon completion of a component review, the school is to inform the school company education director that they are ready to enter a professional dialogue and validation process. A school's provisional rating is then moderated by an external validator. This could be the education director or his/her nominee. This person represents ASA and the school company, and works as a critical friend/mentor to support the school on its improvement journey.

The validator will consider the component review process and evidence gathered by the school to moderate the provisional rating of the component. A final rating will be confirmed by this process. Once a component is validated, the rating is recorded on the school's private QAS Portal. ASA and school company directors will have access rights to ratings and rating patterns across all Adventist schools. Such access will only be used to inform future policy making and professional development priorities in school companies and at ASA.

Quality Adventist Schools Cyclic Review (QASCR)

The QAS Cyclic Review (QASCR) aims to assist in maintaining the basic principles established by the global headquarters of the Adventist Education program to:

- Ensure institutions align themselves to nurture faith in God, to provide a quality academic program and prepare students for leadership.
- Be accountable for the integration of faith and learning while providing a quality education.
- Promote transparency and accountability to the constituency.
- Establish intentional dialogue which fosters collaboration and understanding of the schools mission with respect to the Seventh-day Adventist Church.

The QASCR will occur every 5 years and will include a visiting team of external professionals who will visit in the school usually for 2 days depending on the school's size and circumstances with the intent to support the school in strengthening the ongoing improvement program in the school.

The visiting team will expect to engage with school community personnel to:

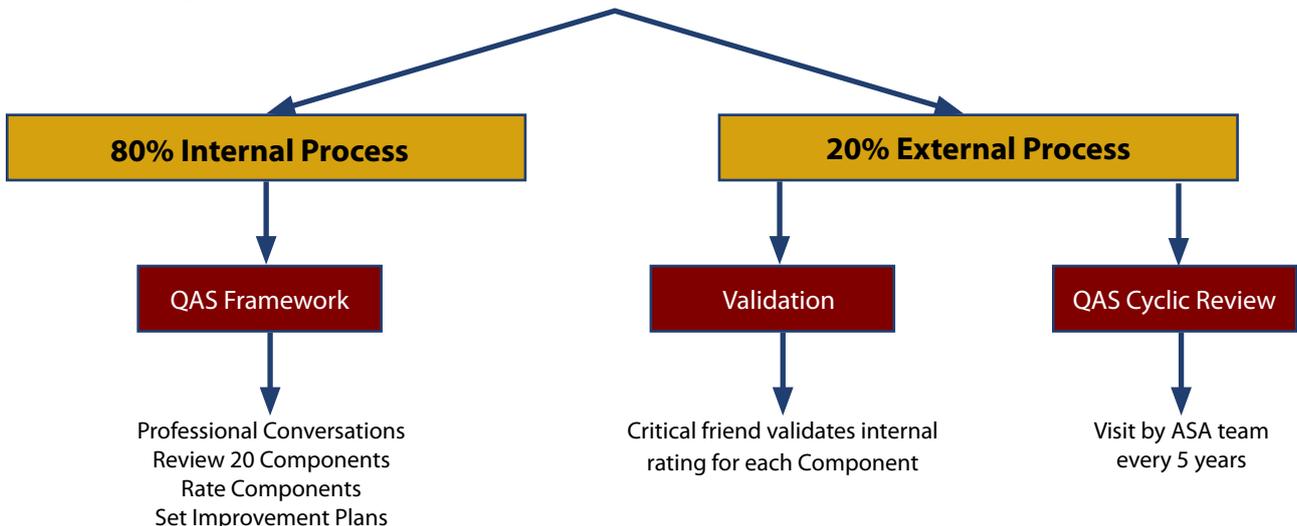
- Understand the context of the school
- Learn how well young people learn and achieve to their potential
- Learn how the school plans for young people's learning
- Learn how well the staff collaborate to support young people's learning
- Understand how and why the school has changed over time
- Help the school identify its next steps to improve further

A school will be considered accredited when it has:

- Demonstrated the quality of its commitment to Special Character
- A quality school improvement program operating effectively
- Successfully completed its cyclic review visit

In completing a cyclic review visit the visiting team will produce a report with recommendations to be incorporated into the school's Annual School Improvement Plan. The visiting team will ensure that the cyclic review process is done collaboratively with the school.

QAS - SCHOOL REVIEW & IMPROVEMENT FRAMEWORK



It is more important to IMPROVE a school, rather than PROVE a school
Author Unknown



The Rating Scale

Understanding the Rating Scale

A seven-point rating scale is used to structure the review of components. For pragmatic reasons including layout, and also to avoid the contrivance of trying to find words for a seven step progression across all component elements, it was decided to write ratings 6, 4 and 2 and to leave columns for ratings 1, 3, 5 and 7 for component review groups to indicate being above or below these articulated ratings.

Ratings are simply evidence-informed 'on balance judgements' of a school's place on any particular improvement spectrum. Schools are therefore encouraged not to get too caught up in trying to tie a rating down with complete precision. Schools are highly diverse and complex organisations and achieving that level of precision is likely to waste valuable time and collaborative energy. Nevertheless, the process of coming to a reasonable consensus on a rating level will be a valuable one. A journey can only be well planned from an accurate starting point and this is what the ratings set out to establish. The expectation at the core of the framework is that all schools demonstrate a commitment to continuous improvement.

There is no systemic expectation that all schools should be at a particular rating on any given component. If this is to be a genuine self-assessment instrument, schools must be given the trust to look honestly at 'How are we going?' and be given the support to improve where necessary. It will quite properly be considered a bold move by a school to give itself a lower rating on a component and to plan for improvement than to inflate a rating through a poor process of self-assessment.

It should be noted that the process of the QASF is not the important factor. Going through the process of reviewing all the Components is only a means to an end. It is not the intention for schools to simply get good at doing 'Component Reviews'. The most important outcome is to see a change in school culture to become truly professional learning communities. At the end of the day, it does not really matter if a school rates itself a 2 or a 6. However, the journey in establishing the rating and then the journey to improvement is the meaningful and exciting dimension to the QASF.

"We are what we repeatedly do.

Excellence, then, is not an act but a habit."

Author unknown

Using the Rating Scale

Rating 7 Outstanding - Major Strengths across all areas of the Component

Rating 7 is considered exemplary practice by any standard. A clear vision is shared by staff in this area which has meant that the component is fully integrated into normal operations and planning. Proactive approaches would be evident to all aspects of operation covered by this component. Simple and sustainable systems and structures would be in place to ensure that the rating is maintained with clear lines of responsibility evident. All decisions in this component area will be demonstrably evidence-based. The school's strength in this area would be well known and promoted within the school and broader education community. The school would be proactive in offering support to other schools in developing their strengths in this component area.

Rating 6 Excellent - Many strengths in all areas of the Component

Rating 6 is considered excellent practice within our system of schools. The component would be well embedded within the school's vision and flow logically into normal operations and planning. Some proactive approaches would be evident in most areas covered by the component. Significant consideration will have been given to the sustainability of systems and structures to progress this component area. The school's strength in this area will be promoted at times. Some support for other schools in developing their own strengths in this component area would be possible and the school is open to this networking. It is unlikely that significant recommendations would emerge under this rating.

Rating 5 Very Good - Strengths outweigh weaknesses in many areas of the Component

Rating 5 is considered very good practice with a number of clear strengths. The component will be an established area of focus for the school. The processes covered by this component will be regularly given attention in appropriate professional forums within the school. Decision making in this component will generally be evidence-based. The school will be aware of its strength in this area and will be diligent in ensuring that this is maintained. While it is unlikely that there would be significant recommendations generated, there may be some elements of the component that require inclusion in the annual school improvement plan.

Rating 4 Sound - Some positive trends in some areas of the Component

Rating 4 is considered sound practice with enough evidence that the school is trending upwards in its provision for the areas covered in this component. Attention to areas of concern within this component is becoming a more regular part of school operations. Some systems and structures are emerging within the school to promote a focus on this component area and to ensure that these are integrated and sustainable. The school is also becoming aware of less effective practices which don't allow for the development of elements of the component. It is likely that there would be some recommendations generated from the component review that require inclusion in the annual school improvement plan.

Rating 3 Fair - More weaknesses than strengths across most areas of the Component

Rating 3 suggests that there are significant areas with the potential for improvement within this component area. There are probably many areas within the component that haven't been given sufficient attention to ensure that there are good systems and structures in place to drive improvement. Bearing in mind that each school context is unique, there may be compelling reasons for the weaknesses in a given component and the school would need to be aware of these in planning to improve. It is likely that there would be some significant recommendations generated from the component review that require inclusion in the annual school improvement plan.

Rating 2 Many Weaknesses - Many weaknesses across most areas of the Component

Rating 2 would suggest that areas covered by this component are rarely attended to as part of the operations of the school. There are few if any systems and structures in place to progress areas and little shared understanding among staff of the significance of areas covered by this component. For whatever reason, the context of the school has not allowed for any sustained improvement in this area to date. Serious consideration will need to be given to both the contextual forces leading to this rating and to what is possible in terms of realistic improvement as a result of the component review. A number of significant recommendations will require inclusion in the annual school improvement plan.

Rating 1 Needs urgent development - Major weaknesses across most of the Component

Given that components are a broad description of the key areas that all schools concern themselves with, Rating 1 would suggest that immediate remedial action on the part of the school with the support of the local school company, ASA and/or other external agencies is required. Recommendations from these bodies will require inclusion in the annual school improvement plan with high priority given to their implementation.

Tips for Implementation

The following planning tips are offered as advice only.

Implementation Tip 1 – Which ones first?

Components do not describe areas of operation that are new to schools, therefore it is likely that many schools will have already recently updated documentation and practices. In many cases evidence sets already in existence will ensure that a component review could be done within a relatively short period of time. For example, if a school has recently engaged in a significant review of its vision, mission and values, it is likely that the evidence has already been gathered which would enable a component review group to come to a rating without a lengthy new process of consideration. The advantage of working with existing documentation and evidence is that a school may cover more than the scheduled four components in any given year of the cycle, thereby leaving more time for components in areas that a school has not considered in the past few years.

Implementation Tip 2 - Align component reviews with the school's existing priorities

Priorities for schools will involve a scan of both the local and systemic landscapes. Local priorities will identify components that will need to be addressed in the first instance. Systemic priorities will position component reviews strategically alongside national/state/ASA priorities like the roll out of the Australian Curriculum and National Partnerships agreements.

Implementation Tip 3 - Separate components that require more significant review processes

Not all components require the same amount of time and energy. Some components will demand more attention than others, and might therefore be spread over time.

Implementation Tip 4 - Connect components that can be clearly aligned

Some components are naturally linked and use similar evidence, so review them in tandem if possible. However, it is not recommended that all your efforts be concentrated in a single domain in any one year.

Implementation Tip 5 - Involve your education director

The QAS process anticipates the education director will be the schools critical friend and mentor. This partnership with your education director is crucial. The resulting collaboration and shared vision will be beneficial for the school. Quality professional conversations with the education director is a core principle of the QAS process. This will also provide you with an exemplar of how to conduct reviews and conversations in the school. New principals should align their priorities with education director's and the system's priorities and needs.

Implementation Tip 6 - Collaborate with other schools

One of the clear strategic benefits that the QASF will deliver across schools is the emergence of a common language for review and improvement. This development of effective networks of schools will promote learning from each other. Whether networks are local or systemic or whether they are formal or informal is immaterial as long as they support schools in their improvement endeavour. The QAS IT portal will map the 5-year component review plan for each school, creating opportunities for collaboration and support in component reviews.

Evidence

The gathering/selecting and analysis of useful 'data' or 'evidence' is an essential part of the process of rating components. Evidence includes a wide range of data, documents, measurements, observations and perceptions. Some evidence sets will be more relevant to the review of particular components, and should be noted that many data sets already reside in schools or in the system more broadly. At the bottom of each component, a list of evidence ideas are suggested to guide component review groups in their deliberations. This is intended as a guide only. Developing evidence literacy within professional cultures of inquiry is critical to the process of using this framework to generate school improvement. Each school's data sets should:

- Represent qualitative and quantitative sources
- Be about performance and achievement
- Inform formative and summative processes
- Improve accountability and transparency
- Stimulate professional discussion
- Develop common understandings

Types of Evidence

Achievement Data

A focus on student achievement data is essential. Achievement data is available in forms other than standardised test data. In addition to NAPLAN and Higher School Certificate, there will be teacher judgement, and other school-based assessment and performance information that will provide valuable evidence about student learning outcomes. Clever analysis of this data will lead to many insights to inform improvement.

Demographic Data

Demographic evidence allows a school to know its community well. This enables the school to respond effectively to problems and needs. There is a wide range of relevant evidence available including gender, ethnicity, socio-economic status, behavioural and social problems, student attendance, school suspensions, destinations, parent involvement, and participation in special programs.

Program Data - Evidence about the type and quality of programs in the school should not be over-looked. This evidence includes the facts about the schools program but is not always readily quantifiable. This data will include details about the academic program, extracurricular programs, and specially funded or targeted programs.

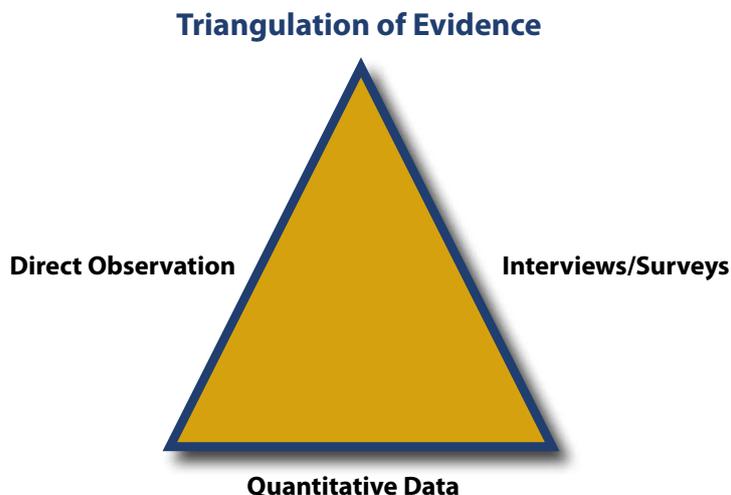
Stakeholder Perception Data - Perception data from the school community also provides valuable evidence. This evidence can be enlightening because it draws the school's attention to the opinions and ideas of the wider school community. Community members include students, parents, staff, church ministers, local citizens, local businesses, and feeder schools. Interviews, surveys and observation will be the most likely method of collection of this evidence.

Triangulation of Evidence

Triangulation refers to the use of more than one source or approach to measurement in order to enhance confidence in the conclusions drawn from the evidence. To ensure the validity of the evidence used, it is necessary to collect different types of information from a variety of sources. The comparison of a mixture of qualitative and quantitative data from sources such as students' performance data, interviews, surveys and observation is known as 'triangulation of evidence'. Once the triangulation of evidence has occurred, meaningful conclusions can be drawn about the current effectiveness of the school (component ratings) and plans for improvement developed.

Helpful Hints

- Use a variety of methods, and multiple data sources to strengthen the credibility and applicability of findings.
- Be prepared to accept both affirming and challenging feedback.
- Use the data to inform both short and long term planning.
- Do not allow the collection of evidence to take away from improvement efforts.



Managing Evidence

- Don't just 'collect' evidence
- Look for strengths and weaknesses
- If the message is very clear....Stop...move on
- Come to a Provisional Rating as soon as you can
- Then 'Challenge' to see if there are gaps
- Test the Provisional Rating more widely

Where the Evidence points to Strengths

- Give credit where it is due
- Celebrate success
- Don't go over the top
- Ask - Can it be sustained?
- Examine why the success was achieved
- Can it be replicated elsewhere?
- Keep the evidence as a case study



Where the Evidence points to areas for Improvement

- Avoid blame
- Take responsibility
- Analyse what is wrong
- Build a shared commitment to improve
- Monitor/ Get regular improvement reports
- Identify somebody to lead improvement
- Keep evidence of how you improve

The all important question - 'So what?'

When you have the Evidence and a Rating – Ask yourself... 'So what?'

- So what.....difference will this make to students?
- So what.....difference could this make to staff?
- So what.....needs to be done?
- So what.....will the impact and improvement be?

“When an archer misses the mark, he turns and looks for the fault within himself. Failure to hit the bull’s-eye is never the fault of the target. To improve your aim - improve yourself.”

Gilbert Arland

Remember ...

The Fundamentals - we should be:

- Good stewards of God's resources.
- The best we can be.
- Continually reflecting on our practices and looking at ways to improve our product.
- Focused on our 4 foundational Domains.
- Committed to improving outcomes for our students.
- Improving the teaching & learning culture.
- Sharing & collaborative as a sisterhood of schools.
- Ensuring we are meeting the national agenda.

The Key:

- The single most important factor in school improvement is Empowered, Focused, Emotionally Intelligent and Distributed LEADERSHIP – which motivates teachers/staff and grows a school-wide shared improvement culture.
- Professional conversations are vital and the key to school improvement.
- The QASF is more about a 'culture change' than a 'process'. The process is only a means to an end.
- Developing quality does not 'steal' time from teaching – it is the core business of the school.
- The whole school community (staff, parents, students) need to take ownership and responsibility for their own quality assurance.

Administrators:

- You are not managing a process – You are leading a culture.
- It is your job to inspire others to perform at the highest standards and build an overall school ethos of achievement and success.
- All staff should play a part in the process and own it. This is not simply a tool for administration.
- Celebrate your areas of success.
- Honesty and trust is paramount. Improvement will not happen in a 'blame culture'.
- All schools can improve.
- Keep it simple.

The Process:

- Rating 6 describes best practice in Adventist education.
- Keep it 'Evidence Led' not 'Opinion Led'.
- Evidence needs to be triangulated.
- Component reviews inform your professional judgement – they never replace it.
- Not all components need to be treated in equal depth.
- Don't just get good at doing Reviews.

**“There are four steps to accomplishment:
Plan Purposefully.
Prepare Prayerfully.
Proceed Positively.
Pursue Persistently.”**

Author unknown



The Components:

Overview of Structure

Domain 1: Adventist Identity	
1.1	Special Character
1.2	Vision, Mission and Values
1.3	Sharing Faith
1.4	Pastoral Care

Domain 2: Learning and Teaching	
2.1	Rationale for Teaching
2.2	Student Learning and Engagement
2.3	Teaching Practices
2.4	Curriculum
2.5	Assessment and Reporting
2.6	Student Achievement
2.7	Professional Learning

Domain 3: Leading School Improvement	
3.1	Leading the Learning and Improvement Culture
3.2	Improvement Processes and Planning
3.3	Human Resources
3.4	Finances, Facilities and Resources
3.5	Compliance and Accountability

Domain 4: Community Partnerships	
4.1	Students and their Families
4.2	Church
4.3	Wider Community
4.4	Professional Partnerships

Links to other Documents

Domain 1: Adventist Identity		
1.1	Special Character	Adventist School: CFL 1.2, 2.1,2.2
1.2	Vision, Mission and Values	Adventist School: CFL 1.1, 2.1
1.3	Sharing Faith	Adventist School: CFL 1.1, 2.1, 3.1
1.4	Pastoral Care	Adventist School: CFL 1.1, 1.3
Domain 2: Learning and Teaching		
2.1	Rationale for Teaching	Adventist School: CFL 1.2,2.2
2.2	Student Learning and Engagement	AITSL Teacher Standard 1 and 2.4 Adventist School: CFL 1.2, 2.2, 2.3, 3.2
2.3	Teaching Practices	AITSL Teacher Standard 2-4 Adventist School: CFL 1.2, 2.2
2.4	Curriculum	AITSL Teacher Standard 2.3, 2.4 and 4.5 Adventist School: CFL 1.2, 2.2, 2.3, 3.2
2.5	Assessment and Reporting	AITSL Teacher Standard 2.3 and 5 Adventist School: CFL 1.2
2.6	Student Achievement	AITSL Teacher Standard 5 Adventist School: CFL 1.2
2.7	Professional Learning	AITSL Teacher Standard 3.6 and 6 Adventist School: CFL 3.2
Domain 3: Leading School Improvement		
3.1	Leading the Learning and Improvement Culture	Adventist School: CFL 3.2
3.2	Improvement Processes and Planning	Adventist School: CFL 1.3, 2.3, 3.2
3.3	Human Resources	Adventist School: CFL 1.1, 2.2
3.4	Finances, Facilities and Resources	Adventist School: CFL 1.2
3.5	Compliance and Accountability	Adventist School: CFL 1.2, 2.2, 3.2
Domain 4: Community Partnerships		
4.1	Students and their Families	AITSL Teacher Standard 7 , AITSL Principal Standard 5 Adventist School: CFL 1.3, 3.3
4.2	Church	AITSL Teacher Standard 7 , AITSL Principal Standard 5 Adventist School: CFL 1.1, 2.3, 3.1
4.3	Wider Community	AITSL Teacher Standard 7 , AITSL Principal Standard 5 Adventist School: CFL 1.3, 2.3, 3.3, 3.1
4.4	Professional Partnerships	AITSL Teacher Standard 7 , AITSL Principal Standard 5 Adventist School: CFL 2.3, 3.3

The capacity for Adventist Schools to showcase their professionalism and standards on the state and national stage is important for the continuing sustainability of our school system. Thus in the development of the QASF we have been very mindful of the arena in which we are, and as such have developed the QASF to ensure we meet all the expectations of Adventist Schools Australia, state and national registration expectations and standards. The table above indicate how each component links to such expectations and standards.

Domain	1	Adventist Identity
Component	1.1	Special Character
Element	1.1.1	The Purpose of Adventist Education

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school provides a limited range of opportunities across the school community to proclaim the good news of Jesus Christ and His second coming.</p> <p>The school's policies and procedures rarely incorporate and support Adventist beliefs and lifestyle and need to focus on developing this in all aspects of school life.</p> <p>There is little evidence that the school promotes the Adventist ethos in the selection of staff, enrolment of students and selection and use of resources.</p> <p>Some teachers take a role in making Adventist beliefs relevant to learning, living and teaching in contemporary society; however, practice across the school is very inconsistent and needs further development.</p> <p>The school provides a limited and inconsistent program catering for staff and students' spiritual, physical, social/emotional and intellectual development.</p>		<p>The school generally provides a range of opportunities across the school community to proclaim the good news of Jesus Christ and His second coming.</p> <p>The school's policies and procedures generally incorporate and support Adventist beliefs and lifestyle in all aspects of school life.</p> <p>There is some evidence that the school, for the most part, promotes the Adventist ethos in the selection of staff, enrolment of students and selection and use of resources.</p> <p>Most but not all teachers take a satisfactory role in making Adventist beliefs relevant to learning, living and teaching in contemporary society. However, practice needs to become more consistent.</p> <p>The school, for the most part, provides a sound program catering for staff and students' spiritual, physical, social/emotional and intellectual development.</p>		<p>The school consistently provides a wide range of opportunities across the school community to proclaim the good news of Jesus Christ and His second coming.</p> <p>The school's policies and procedures actively embed and support Adventist beliefs and lifestyle in all aspects of school life.</p> <p>There is very strong evidence that the school consistently and effectively upholds the Adventist ethos in the selection of staff, enrolment of students and selection and use of resources.</p> <p>Almost all teachers take an active role in making Adventist beliefs highly relevant to learning, living and teaching in contemporary society.</p> <p>The school provides an innovative, diverse and balanced program catering for staff and students' spiritual, physical, social/emotional and intellectual development.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Implementation of the Community of Faith and Learning model • School calendar of events • School annual reports and school improvement plans • Staff meeting minutes • Spiritual nurture through CAPE/CASE programs, staff retreats, life-renewal programs 	<ul style="list-style-type: none"> • Participation and response to opportunities such as chapels, Bible studies, WOSE, Bible classes, prayer, class worships, staff worships, church services, StormCo... • Adventist Fundamental Beliefs embedded in documentation • School policies such as staff recruitment, enrolment policies, budget allocation for resources; support staff and teacher PD are aligned with ASA and School Company policy.
--------------------------	--	---

Domain	1	Adventist Identity
Component	1.1	Special Character
Element	1.1.2	Designing the Learning & Teaching Environment

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Relatively few teachers demonstrate a critical reflection on the contribution of an Adventist understanding in some areas of the curriculum, and Biblical principles are inconsistently evident in learning and teaching documents.</p> <p>Few teachers are linking biblical principles with their teaching practice and relationships with students.</p> <p>Students are provided with insufficient opportunities to critique the relationship between Australian culture and Adventist Christianity. This needs to become a higher priority for the school.</p> <p>There is limited evidence that the school endorses a responsible approach to stewardship of time, wealth, resources and the environment.</p> <p>There is an inconsistent approach by Biblical Studies teachers to teach the Adventist Encounter Curriculum and utilise its methodology, scope and sequence, resources and outcomes. Few students are sufficiently well engaged.</p> <p>The school rarely promotes and inconsistently practises Adventist principles of healthy and balanced living, and students are ambivalent about these principles.</p> <p>There is an ad-hoc approach to helping students to learn how to pray in a range of settings. The school needs to develop more consistent policies and practices in this area</p>		<p>Most teachers demonstrate some critical reflection on the contribution of an Adventist understanding in most areas of the curriculum, and Biblical principles are generally evident in most learning and teaching documents.</p> <p>Most teachers are, to some degree, linking biblical principles with their teaching practice and relationships with students.</p> <p>Students are provided with some focussed opportunities to critique the relationship between Australian culture and Adventist Christianity.</p> <p>The school endorses a responsible approach to stewardship of time, wealth, resources and the environment.</p> <p>Biblical Studies teachers generally engage most students through the teaching of the Adventist Encounter Curriculum and generally utilise its methodology, scope and sequence, resources and outcomes.</p> <p>The school promotes and practises Adventist principles of healthy and balanced living, and students generally demonstrate a positive attitude towards these principles.</p> <p>There is a generally sound approach to helping students to learn how to pray in a range of settings.</p>		<p>Almost all teachers consistently demonstrate critical reflection on the contribution of an Adventist understanding in almost all areas of the curriculum, and Biblical principles are highly evident in almost all learning and teaching documents.</p> <p>Almost all teachers are consistently intentional in linking biblical principles with their teaching practice and relationships with students.</p> <p>Students are provided with many well-focussed opportunities to critique the relationship between Australian culture and Adventist Christianity.</p> <p>The school models a highly responsible approach to stewardship of time, wealth, resources and the environment.</p> <p>Biblical Studies teachers consistently engage almost all students through the teaching of the Adventist Encounter Curriculum and utilise its methodology, scope and sequence, resources and outcomes.</p> <p>The school actively promotes and consistently practises Adventist principles of healthy and balanced living, and students demonstrate a positive attitude towards these principles.</p> <p>There is a comprehensive and effective approach to helping students to learn how to pray in a range of settings.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Teachers model prayer; appropriate timetable allocations are made for worship and Biblical Studies. • Adventist Encounter Curriculum implemented and resources visibly displayed in classrooms. • Canteen menu reflects healthy food choices. • Sports carnivals, lunchtime sporting events promote a healthy lifestyle. 	<ul style="list-style-type: none"> • Curriculum documentation, observation of classroom practice, • Student interviews or surveys show that students are able to identify relationships between Australian culture and Adventist Christianity. • Gospel values are demonstrated in all School communication – including blogs, wikis, websites • Adventist distinctiveness is embedded in relevant assessment tasks.
--------------------------	---	--

Domain	1	Adventist Identity
Component	1.1	Special Character
Element	1.1.3	Developing and Nurturing School-life & Culture

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Few students are able to identify what makes their school distinctively Adventist.</p> <p>The school offers occasional service opportunities that allow some students and staff to actively express their faith in practical ways.</p> <p>There are displays evident in the school; however, they need to intentionally reflect Adventist special character more effectively.</p> <p>The school works independently from the local Adventist church/es and wider community and needs to develop stronger partnerships.</p> <p>There is limited evidence that as a result of programs provided, students develop into informed, responsible and compassionate citizens.</p> <p>The school's behaviour management policies and procedures are variable. The school needs to develop policies and procedures that are redemptive, positive and equitable.</p> <p>The day-to-day words and behaviours of staff and students rarely demonstrate Adventist Christianity in action.</p> <p>The school provides few opportunities to reflect on life's questions from an Adventist Christian perspective.</p>		<p>Most students are able to identify what makes their school distinctively Adventist.</p> <p>The school offers regular service opportunities that allow most students and staff to actively express their faith in practical ways.</p> <p>There are some displays throughout the school that are visible, relevant, meaningful, and reflect Adventist special character.</p> <p>The school has sound partnerships with the local Adventist church/es and wider community.</p> <p>There is some evidence that as a result of programs provided, many students develop into informed, responsible and compassionate citizens.</p> <p>For the most part, the school implements behaviour management policies and procedures that is redemptive, positive and equitable.</p> <p>The day-to-day words and behaviours of the majority of staff and students consistently demonstrate Adventist Christianity in action.</p> <p>The school provides some opportunities to reflect on life's questions from an Adventist Christian.</p>		<p>Almost all students are able to identify what makes their school distinctively Adventist.</p> <p>The school offers frequent and diverse service opportunities that allow almost all students and staff to actively express their faith in practical ways.</p> <p>There are displays throughout the school that are highly visible, relevant, meaningful, and positively reflect Adventist special character.</p> <p>The school has a rich and active partnership with the local Adventist church/es and wider community.</p> <p>There is strong evidence that as a result of program provided, students develop into informed, responsible and compassionate citizens.</p> <p>The school consistently implements behaviour management policies and procedures that are redemptive, positive and equitable.</p> <p>The day-to-day words and behaviours of almost all staff and students consistently demonstrate Adventist Christianity in action.</p> <p>The school provides many opportunities to reflect on life's questions from an Adventist Christian perspective.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Student surveys and interviews • School calendar of events and school website • News articles – school newsletter, local paper, Record, Adventist publications • School policies and records – behaviour management • School performances – concerts, church services, dramas, music • Involvement of school in church-life and vice versa • Observation of school and classroom displays 	<ul style="list-style-type: none"> • Student and staff handbooks • School awards • Records of service projects & Community partnerships • Leadership opportunities – Student Rep Council, prefects, sports house captains, leadership training events • Regular meetings between church and school personnel, chaplain involved • Parent engagement in the spiritual life of the school
--------------------------	---	---

Domain	1	Adventist Identity
Component	1.2	Vision, Mission & Values
Element	1.2.1	Faith Development

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school's vision, mission and values are under-developed, and need to be embedded in all relevant documentation and integrated into school life.</p> <p>The school needs to develop its vision, mission and values to ensure they are biblical, Christ-centred and present a distinctively Seventh-day Adventist worldview.</p> <p>The school needs to develop and offer a range of experiences that encourage students to develop a vibrant personal relationship with Jesus Christ.</p> <p>Few staff actively support, model and promote the vision, mission and values of the school.</p>		<p>The school's vision, mission and values are generally articulated, embedded in most relevant documentation, and integrated into school life.</p> <p>The school's vision, mission and values are biblical, Christ-centred and generally present a distinctively Seventh-day Adventist worldview.</p> <p>The school offers a range of engaging experiences that encourage students to develop a vibrant personal relationship with Jesus Christ.</p> <p>Most staff actively support, model and promote the vision, mission and values of the school.</p>		<p>The school's vision, mission and values are clearly articulated, embedded in all relevant documentation, and comprehensively integrated into school life.</p> <p>The school's vision, mission and values are explicitly biblical, Christ-centred and present a distinctively Seventh-day Adventist worldview.</p> <p>The school offers a diverse range of engaging experiences that encourage students to develop a vibrant personal relationship with Jesus Christ.</p> <p>All staff actively support, model and promote the vision, mission and values of the school.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Vision, mission and values statements • Staff attendance at morning worship and prayer times • Staff and students attending chapel periods • Policies and procedures • School displays 	<ul style="list-style-type: none"> • Interviews between Administration/staff; staff/student, etc. • Stormco trips, "Schoolies" alternative trips, Weeks of Spiritual Emphasis, Aged Care Home visits • Staff contracts and Collective Agreements that reflect SDA standards and lifestyle • Perception surveys – staff/student/parent • Encounter curriculum • Community service & fundraisers such as 40 Hour Famine, ADRA Appeal, etc.
--------------------------	--	--



Domain	1	Adventist Identity
Component	1.2	Mission, Values & Values
Element	1.2.2	Learning & Skills Development

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to ensure that the vision, mission, and values are evident in the school curriculum and classroom practice.</p> <p>The school needs to develop a mission, vision and values that encourage a love of learning and promote achievement in students and staff.</p> <p>The school must ensure that the mission, vision and values are relevant to student needs and foster the holistic development of both students and staff.</p>		<p>The school's vision, mission, and values are evident in the school curriculum and classroom practice.</p> <p>The school's mission, vision and values encourage a love of learning and promote achievement in students and staff.</p> <p>The school's mission, vision and values are relevant to student needs and foster the holistic development of both students and staff.</p>		<p>The school's vision, mission, and values are comprehensively embedded in the school curriculum and classroom practice.</p> <p>The school's mission, vision and values actively encourage a culture of life-long learning and promote excellence in students and staff.</p> <p>The school's mission, vision and values are highly relevant to student needs and effectively foster the holistic development of both students and staff.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Vision, mission and values is evident in all curriculum documentation • Classroom observations • Perception surveys – student and parent • Classroom displays 	<ul style="list-style-type: none"> • Teacher planning, including daily workbooks • Interviews – parent/teacher, teacher/teacher, student/teacher, etc. • Differentiated learning shown in student work samples

Domain	1	Adventist Identity
Component	1.2	Vision, Mission & Values
Element	1.2.3	Personal & Social Development

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to develop a wider range of service opportunities that reflect its vision, mission and values.</p> <p>The school needs to implement the 'Values for Adventist Schools' framework and ensure it is reflected in the school's life and culture.</p> <p>Focus needs to be given to ensure school relationships reflect its vision, mission and values, as a means of developing student faith and character.</p>		<p>The school's vision, mission and values are reflected in a number of service opportunities that develop responsible and compassionate citizens.</p> <p>The 'Values for Adventist Schools' framework is implemented in the school and is evident in the school's life and culture.</p> <p>School relationships reflect the vision, mission and values of the school, as a means of developing student faith and character.</p>		<p>The school's vision, mission and values are reflected in a comprehensive range of service opportunities that develop responsible and compassionate citizens.</p> <p>The 'Values for Adventist Schools' framework is comprehensively implemented and embedded in the school's life and culture.</p> <p>School relationships consistently reflect the vision, mission and values of the school, as a means of developing student faith and character.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Values program based on the 'Values for Adventist Schools' • Stormco trips, "Schoolies" alternative trips, Weeks of Spiritual Emphasis, Aged Care Home visits, • Community service & fundraisers such as 40 Hour Famine, ADRA Appeal, etc. • Perception surveys – students/staff/parents • Relevant policies – eg. Behaviour management policy 	<ul style="list-style-type: none"> • Playground observations • Curriculum documentation • Classroom observations • Classroom displays • Anecdotal evidence



Domain	1	Adventist Identity
Component	1.3	Sharing Faith
Element	1.3.1	Developing

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to be more pro-active and consistent in promoting a knowledge of the Adventist faith and an understanding of its Biblical basis to the school community.</p> <p>The school's policy and documentation does not clearly identify a purpose to share Adventist faith with the intention of bringing people into a saving relationship with Christ. The school will benefit from reviewing and updating its policy and documentation in this respect to achieve more consistency.</p> <p>Visual representations of Adventist faith are not clearly evident throughout the school environment.</p> <p>The school is very inconsistent in providing students with a range of opportunities to develop a personal relationship with Christ.</p> <p>The school is not adequately building a faith-based relationships and a sense of belonging between staff, students and families. The school should become more intentional in building a faith community</p> <p>There is limited evidence that the school community recognises people at various stages of faith development.</p>		<p>The school promotes a sound knowledge of the Adventist faith and an understanding of its Biblical basis to the school community.</p> <p>The school has a policy that is generally sound and understood and implemented by most staff. The policy demonstrates a clear purpose to share Adventist faith with the intentions of bringing people into a saving relationship with Christ and is successfully implemented in some but not all key respects.</p> <p>The school environment clearly includes some visual representations of Adventist faith within the school.</p> <p>The school intentionally provides students with some opportunities to develop a personal relationship with Christ.</p> <p>The school is generally building sound faith-based relationships and attempting to foster a faith community between staff, students and families, although this is not yet fully consistent in all areas.</p> <p>The school recognises to some extent that the school community incorporates people at various stages of faith development and respect their beliefs.</p>		<p>The school actively promotes a thorough knowledge of the Adventist faith and a deep understanding of its Biblical basis to the school community.</p> <p>The school has a well understood and thoroughly embedded policy that clearly demonstrates a well-defined purpose to share Adventist faith with the intention of bringing people into a saving relationship with Christ. The policy is implemented successfully in key respects by almost all staff.</p> <p>The school environment clearly and comprehensively includes visual representations of Adventist faith throughout the school.</p> <p>The school intentionally provides students with a diverse range of opportunities to develop a personal relationship with Christ.</p> <p>The school is intentionally building faith-based relationships and a strong sense of a faith community between staff, students and families.</p> <p>There is strong evidence that the school community recognises, respects and includes people at various stages of faith development.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Signage • Documentation (Policies, programs, etc.) • Enrolment process • Staff appraisals 	
--------------------------	--	--



Domain	1	Adventist Identity
Component	1.3	Sharing Faith
Element	1.3.2	Sharing

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Students are seldom challenged to make choices or commitments as a result of the faith sharing on the part of the school.</p> <p>The school provides occasional opportunities for parent participation in worship and other faith sharing events.</p> <p>The school attempts to share its faith with the school and wider community and needs to be more pro-active about faith sharing.</p> <p>The school infrequently or haphazardly demonstrates Christ's love in practical ways. There is little evidence that the school engages in practical service and there is a need to develop a program of service to members of the school community.</p>		<p>Students are at times challenged to make choices or commitments as a result of the faith sharing on the part of the school.</p> <p>The school provides regular opportunities for parent participation in worship and other faith sharing events.</p> <p>The school intentionally shares its faith with the school and wider community through many aspects of school life.</p> <p>The school demonstrates Christ's love in practical ways by meeting the needs of some members of the school community.</p>		<p>Students are frequently challenged to make choices or commitments as a result of the faith sharing on the part of the school.</p> <p>The school provides many diverse and engaging opportunities for parent participation in worship and other faith sharing events.</p> <p>The school intentionally provides many diverse and engaging opportunities to share its faith with the school community and wider community through all aspects of school life.</p> <p>The school actively demonstrates Christ's love in practical ways by meeting the specific needs of members of the school community.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Commitment cards as an example • Calendar events • Budget allocations • Record/Report of service activities • Perception Surveys 	
--------------------------	--	--



Domain	1	Adventist Identity
Component	1.3	Sharing Faith
Element	1.3.3	Growing & Encouraging

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school provides some opportunities for staff and students to engage in prayer and worship and needs to look for more meaningful and effective ways to support growing faith.</p> <p>The school provides infrequent opportunities for staff, students and their families to intentionally share their faith with each other.</p> <p>The school rarely invites members of the school community to engage in Bible studies and needs to develop faith growing activities more actively.</p> <p>Staff and students are seldom engaged in service activities. The school needs to implement a service program to meet identified needs within the community.</p>		<p>The school provides daily opportunities that encourage staff and students to engage in some prayer and worship to support their growing faith.</p> <p>The school provides some sound opportunities for staff, students and their families to intentionally share their faith with each other.</p> <p>The school sometimes invites members of the school community to participate in Bible studies and other faith growing activities, leading them into a faithful relationship.</p> <p>Staff and students are sometimes engaged in service activities, to meet identified needs within the community.</p>		<p>The school provides daily opportunities that encourage staff and students to be engaged and actively involved in enriching prayer and worship to support their growing faith.</p> <p>The school provides frequent and diverse opportunities for staff, students and their families to intentionally share their faith with each other.</p> <p>The school consistently and frequently invites and encourages members of the school community to actively engage in Bible studies and other faith growing activities, leading them into a faith relationship.</p> <p>Staff and students are regularly and actively engaged in a range of ongoing service activities, both internal and external, to meet identified needs within the community.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Documentation (Day book, timetables, programs, etc.) • Involvement in worship activities (Chapels, prayer groups, Bible studies, Class worship roster, etc.) • Evangelism Survey • School Perception Surveys 	<ul style="list-style-type: none"> • School Calendar • School Newsletter

Domain	1	Adventist Identity
Component	1.4	Pastoral Care
Element	1.4.1	Relationships & Communication

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to nurture positive relationships within the school community.</p> <p>The school needs to broaden current strategies to encourage and support staff and students.</p> <p>There is limited evidence that the school holds student wellbeing as a priority. It needs to intentionally facilitate staff discussion of pastoral care in a more systematic and less ad hoc ways.</p> <p>More effective methods of communication need to be developed in order to foster relationships within the school community that promote the quality of care provided to students.</p> <p>The school needs to clearly define pastoral care roles and establish procedures.</p> <p>The school needs to develop accurate, current, relevant and secure student welfare information systems.</p> <p>There is limited evidence that the school has yet established sufficiently supportive and meaningful relationships that are well reflected in the positive behaviour and attitudes of the students.</p>		<p>Positive relationships are mostly nurtured in interactions within the school community.</p> <p>The school implements some new strategies to engage and support staff and students.</p> <p>The school generally holds student wellbeing as a priority, and facilitates some intentional staff discussion of pastoral care.</p> <p>Some sound methods of communication are in place and used to develop relationships within the school community and to promote the quality of care provided to students.</p> <p>The school has satisfactorily defined, communicated and implemented pastoral care roles and procedures. Implementation still remains somewhat inconsistent in some areas and aspects.</p> <p>The school maintains generally accurate student welfare information systems that are current, relevant and secure.</p> <p>The generally responsible behaviour and caring attitude of students usually reflect a valuing of positive and supportive relationships.</p>		<p>Positive and supportive relationships are actively nurtured in daily interactions throughout the school community.</p> <p>The school successfully implements new and diverse strategies to engage and support staff and students.</p> <p>There is strong evidence that the school holds student wellbeing as a high priority, consistently facilitating intentional and highly effective staff discussion of pastoral care.</p> <p>Highly effective methods of communication are very well established to develop meaningful relationships within the school community and to enhance the quality of care provided to students.</p> <p>The school has clearly and comprehensively defined and thoroughly communicated pastoral care roles and procedures that are actively implemented and regularly and effectively reviewed.</p> <p>The school develops and maintains accurate and comprehensive student welfare information systems that are current, relevant and secure.</p> <p>The consistently responsible behaviour and caring attitude of students reflect a valuing of positive and supportive relationships.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Mentoring, peer support, buddy programs • Quality & quantity of letters/phone calls/meetings with parents • Home room/ class worship • Home & School parent representation • Enrolment package & student diary information • Surveys – students & staff 	<ul style="list-style-type: none"> • Clear concise information on Christianity and Seventh-day Adventism • Staff meeting minutes • Effective SRC • Parent education events • Pastoral care policies • Comprehensive accessible / secure student information database
--------------------------	--	--

Domain	1	Adventist Identity
Component	1.4	Pastoral Care
Element	1.4.2	Spiritual Character/Integrity

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to develop opportunities to nurture each other's relationship with Christ and encourage spiritual development and wellbeing.</p> <p>The school provides limited opportunities that encourage the expression of Christian values in service to others.</p> <p>The school needs to develop a Bible teaching program that provides relevant and meaningful opportunities for individual spiritual development.</p> <p>The current chaplaincy program is limited and needs to engage more effectively with teachers, students and families to aim to provide opportunities for spiritual leadership, organisation and encouragement.</p> <p>Staff needs to better convey spiritual support and encouragement to students and families in respect of pastoral care to provide spiritual support.</p>		<p>The school provides some opportunities to nurture each other's relationship with Christ and encourages spiritual development and wellbeing.</p> <p>The school provides some opportunities that encourage the expression of Christian values through service to others.</p> <p>The Bible teaching program provides some relevant and meaningful opportunities for individual spiritual development.</p> <p>The chaplaincy program engages with some teachers, students and families to provide some opportunities for spiritual leadership, organisation and encouragement.</p> <p>Most staff generally engages positively with students and families in pastoral care to provide spiritual support.</p>		<p>The school provides a successful and diverse range of spiritual development opportunities to encourage and nurture staff and students' relationships with Christ and wellbeing.</p> <p>The school provides a diverse range of opportunities that actively and successfully encourage the expression of Christian values through service to others.</p> <p>The Bible teaching program successfully provides opportunities for individual spiritual development that students generally see as relevant and meaningful.</p> <p>The chaplaincy program actively and consistently engages with teachers, students and families to provide a diverse range of opportunities for spiritual leadership, organisation and encouragement.</p> <p>Almost all staff actively engages with students and families in pastoral care to provide valued spiritual support and encouragement.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Number of students committing to Christ/Baptism • Number of students in Bible Study • Scheduled worship time staff and students • Chapel • Implemented Encounter Bible Curriculum 	<ul style="list-style-type: none"> • Service opportunities • Support counselling • Special programs (spiritual, emotional, social) • Surveys – students, parents & staff

Domain	1	Adventist Identity
Component	1.4	Pastoral Care
Element	1.4.3	School Structures & Processes

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to formalise and document more systematic processes and procedures, in compliance with state and national standards, to identify the pastoral care needs of students.</p> <p>Policies and procedures need to be documented and communicated to enable a professional response and ensure the wellbeing of students.</p> <p>Limited pastoral care practices that endeavour to promote the personal growth and wellbeing of students are in place. These practices need to be further developed and more clearly understood and implemented by staff.</p> <p>Giving priority to:</p> <ul style="list-style-type: none"> • Crisis management • Attendance • Mandatory reporting • Behaviour management plan • Zones of safety/Child Protection • First aid/medication • WHS/OHSW 		<p>Functional processes and procedures have been implemented, in compliance with state and national standards, to identify and evaluate some of the pastoral care needs of students.</p> <p>The school has adequately communicated policies and procedures that enable a somewhat professional response, providing for the wellbeing of students.</p> <p>A sound range of pastoral care practices that promote the personal growth and wellbeing of students that are generally understood and implemented by most staff.</p> <p>Including/giving priority to:</p> <ul style="list-style-type: none"> • Crisis management • Attendance • Mandatory reporting • Behaviour management plan • Zones of safety/Child Protection • First aid/medication • WHS/OHSW • Risk Management • Grievance policy 		<p>Thoroughly embedded and effective processes and procedures have been implemented, in compliance with state and national standards, to identify and evaluate the pastoral care needs of students.</p> <p>The school has very well embedded comprehensive and effectively communicated policies and procedures that enable a prompt and professional response, ensuring the wellbeing of all students.</p> <p>The school has a comprehensive range of proactive pastoral care practices that promote the personal growth and wellbeing of all students that are well understood and implemented by almost all staff</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Crisis management • Attendance • Mandatory reporting • Behaviour management plan • Zones of safety/Child Protection • First aid/medication • WHS/OHSW • Inclusion/special needs • Risk management • Grievance policy 	

Possible Evidence	<ul style="list-style-type: none"> • Record of student discipline & attendance & medical issues • Student Handbook - code of conduct • Compliance documentation – State & System • Policies and Procedures for staff and student support • Policies and Procedures being used – e.g. Bullying and cyber safety, Mandatory reporting • Entry needs assessment 	<ul style="list-style-type: none"> • WHS procedures • Crisis management procedures and records • Behaviour management plan • Exit survey/interview with student/parents • Risk management procedures and records • Campus Visitors procedures

Domain	2	Learning and Teaching
Component	2.1	Rationale for Teaching
Element	2.1.1	Learning for Life

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school's learning and teaching processes require a stronger focus on; God as the source of all wisdom, developing a relationship with Christ, maximising God-given potential, a balanced, holistic education and the value and dignity of each person created in God's likeness.</p> <p>The school needs a coherent policy and implementation strategies that includes life skills, adaptability for future learning and lasting values.</p> <p>The school needs to establish and document learning processes that develop students who demonstrate the qualities of;</p> <ul style="list-style-type: none"> • equity and excellence • compassion • creativity • resilience • service and citizenship • independent thinking • autonomous learning <p>There is limited evidence that the school community is committed to lifelong learning and needs to encourage; modelling by staff and leaders, student engagement and the active pursuit of best practice.</p>		<p>The school's learning and teaching processes focus to some degree on; God as the source of all wisdom, developing a relationship with Christ, maximising God-given potential, a balanced, holistic education and the value and dignity of each person created in God's likeness.</p> <p>The school community has broadly endorsed, and for the most part implements documentation for learning has included some life skills, with some adaptability for future learning and lasting values.</p> <p>Learning processes across the school attempt, with some success, to develop students who demonstrate the qualities of:</p> <ul style="list-style-type: none"> • equity and excellence • compassion • creativity • resilience • service and citizenship • independent thinking • autonomous learning <p>The school community is generally committed to lifelong learning as demonstrated through; modelling by staff and leaders, student engagement and the active pursuit of best practice. Practice is sound but as yet not fully embedded or consistent.</p>		<p>The school's learning and teaching processes have a comprehensive focus on; God as the source of all wisdom, developing a relationship with Christ, maximising God-given potential, a balanced, holistic education and the value and dignity of each person created in God's likeness.</p> <p>The school community proactively engages in and implements documentation for learning that has very successfully embedded life skills, an adaptability for future learning and lasting values.</p> <p>Learning processes across the school intentionally and consistently develop students who demonstrate the qualities of:</p> <ul style="list-style-type: none"> • equity and excellence • compassion • creativity • resilience • service and citizenship • independent thinking • autonomous learning <p>The school community is strongly and effectively committed to lifelong learning as demonstrated through; modelling by staff and leaders, student engagement and the active pursuit of best practice.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School policies on teaching and learning, assessment policies, staff development • Curriculum documentation & programs of work • Professional development opportunities • Adventist Schools Australia initiatives e.g. Encounter, Accreditation documentation • Student learning profiles & student work samples; Student evaluations & feedback • Gifted & Talented/Special Needs Programs 	<ul style="list-style-type: none"> • IT guidelines • Observations of learning opportunities, feedback from other learning communities, • Evidence of a range of strategies catering for different learning styles • Feedback from parents and stakeholders, perception surveys, course uptake data • Evidence of rigorous professional conversations • Minutes of Curriculum & Departmental Meetings
--------------------------	--	--

Domain	2	Learning and Teaching
Component	2.1	Rationale for Teaching
Element	2.1.2	Learning Process

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Learning opportunities need to meet the needs of a broader range of learning styles and abilities, and need to be more fully documented in curriculum statements and reflected in practice.</p> <p>The school's documentation and practice needs to include closer attention to the principles and rationale that underpin its' learning processes and that foster resilient, independent, collaborative and self-motivated students.</p> <p>The school's rationale for learning is inconsistent and not yet well developed and more attention needs to be given to putting processes and strategies in place that engage students in real world experiences. Currently there are significant inconsistencies from classroom to classroom.</p> <p>The concept of assessment for learning is not sufficiently evident in the school's rationale for assessment.</p> <p>The school needs to develop further opportunities for collaboration and professional dialogue between teachers in the design of a range of intentionally constructed and dynamic learning activities.</p>		<p>Learning opportunities, which cater for a range of learning styles and abilities, are generally documented in curriculum statements and somewhat evident in practice.</p> <p>The school's documentation and practice includes learning processes that generally foster resilient, independent, collaborative and self-motivated students.</p> <p>The school's rationale for learning is implemented by most, but not all teachers, through a range of processes, strategies and resources to engage students in real world experiences, with some inconsistencies.</p> <p>Assessment For Learning is generally embedded in the school's rationale for assessment.</p> <p>The school demonstrates sound collaboration and professional dialogue between teachers in the design of a broad range of broadly satisfactory learning activities.</p>		<p>Learning opportunities, which consistently cater for a diverse range of learning styles and abilities, are extensively documented throughout curriculum statements and consistently embedded in practice.</p> <p>The school's documentation and practice reflects learning processes which effectively foster resilient, independent, collaborative and self-motivated students.</p> <p>The school's rationale for learning is implemented by almost all teachers through an extensive range of processes, strategies and resources to engage students in authentic and challenging real world experiences for now and the future.</p> <p>Assessment For Learning is comprehensively embedded in the school's rationale for assessment.</p> <p>The school's processes consistently encourage high quality teacher collaboration and professional dialogue in the design of a diverse range of intentionally constructed and dynamic learning activities.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School policies on teaching and learning, assessment policies, staff development • Curriculum documentation & programs of work • Professional development opportunities • Adventist Schools Australia initiatives e.g. Encounter, Accreditation documentation • Student learning profiles & student work samples; Student evaluations & feedback • Gifted & Talented/Special Needs Programs 	<ul style="list-style-type: none"> • IT guidelines • Observations of learning opportunities, feedback from other learning communities, • Evidence of a range of strategies catering for different learning styles • Feedback from parents and stakeholders, perception surveys, course uptake data • Evidence of rigorous professional conversations • Minutes of Curriculum & Departmental Meetings
--------------------------	--	--

Domain	2	Learning and Teaching
Component	2.1	Rationale for Teaching
Element	2.1.3	Learning Culture

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Links between the school, the local church, the conference, Adventist Schools Australia and other organisations that support student learning are inadequately incorporated into the school's policies and processes.</p> <p>The school needs to develop consistent policies and processes to create a general learning culture where:</p> <ul style="list-style-type: none"> • students are usually respected • learning is valued in some classrooms • personal excellence is encouraged • success is sometimes celebrated • the school attempts to engage parents and stakeholders with varying success <p>A learning culture based on conversations that are collaborative needs to be developed.</p> <p>Staff is infrequently engaged in whole school professional learning and need to have opportunities for target professional learning, with a focus on enhancing outcomes for students.</p> <p>School policies and practices inconsistently meet the students' diverse needs and the school needs to further focus on the social, academic, spiritual, emotional and physical domains.</p> <p>The school's facilities and resources are underutilised and the school needs to develop a clearly agreed approach to how resources and facilities can be used to best effect</p>		<p>Links between the school, the local church, the conference, Adventist Schools Australia and other organisations that support student learning are generally incorporated into the school's policies and processes.</p> <p>The school's processes create a general learning culture where:</p> <ul style="list-style-type: none"> • students are usually respected • learning is valued in some classrooms • personal excellence is encouraged • success is sometimes celebrated • the school attempts to engage parents and stakeholders with varying success <p>The learning culture is usually based on conversations that are collaborative and which impact positively on school priorities and processes.</p> <p>Most Staff are engaged in whole school professional learning with a focus on enhancing outcomes for students.</p> <p>School policies and practices generally support the meeting of students' diverse needs in the social, academic, spiritual, emotional and physical domains.</p> <p>School facilities and resources are used, to some degree, by all departments and school personnel to maximise students' learning but approaches are not always consistent or sufficiently whole school in approach.</p>		<p>Links between the school, the local church, the Conference, Adventist Schools Australia and other organisations that support student learning are well embedded into the school's policies and processes.</p> <p>The school's processes consistently create a dynamic and engaging learning culture where:</p> <ul style="list-style-type: none"> students are respected learning is valued personal excellence is pursued it is safe to make mistakes and ask questions success is celebrated teachers are recognised as professionals and parents and stakeholders are involved <p>The learning culture is strongly based on focused conversations that are collaborative and lead participants to more effective actions, which are comprehensively evident in school priorities and processes.</p> <p>Almost all staff are engaged in ongoing, high-quality, whole school targeted professional learning with a focus on enhancing outcomes for students.</p> <p>School policies and practices proactively support the meeting of students' diverse needs in the social, academic, spiritual, emotional and physical domains.</p> <p>School facilities are designed to maximise flexibility in learning. Resources are used actively, creatively, flexibly and consistently by all departments and school personnel to enhance the learning process for all students.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School policies on teaching and learning, assessment policies, staff development • Curriculum documentation & programs of work • Professional development opportunities • Adventist Schools Australia initiatives e.g. Encounter, Accreditation documentation • Student learning profiles & student work samples; Student evaluations & feedback • Gifted & Talented/Special Needs Programs 	<ul style="list-style-type: none"> • IT guidelines • Observations of learning opportunities, feedback from other learning communities, • Evidence of a range of strategies catering for different learning styles • Feedback from parents and stakeholders, perception surveys, course uptake data • Evidence of rigorous professional conversations • Minutes of Curriculum & Departmental Meetings
--------------------------	--	--

Domain	2	Learning and Teaching
Component	2.2	Student Learning & Engagement
Element	2.2.1	Catering for Student Needs

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school has limited programmes and practices that address individual learning needs and needs to develop clearer policies and procedures that are consistently implemented.</p> <p>Teachers have a limited knowledge of each of their student's learning needs and emotional and behavioural profile.</p> <p>Teachers rarely collaborate to contribute to the ongoing needs of the learner and seldom analyse or apply relevant data to design and implement programmes to meet student needs.</p> <p>The school has limited resources to meet the range of student's needs and increased to focus is required on developing differentiated learning materials and maximising learning support.</p> <p>Teachers use a limited range of assessment strategies and need to broaden this range in order to effectively monitor individual student's learning and provide meaningful feedback.</p>		<p>The school has a range of structures, programmes and practices to address individual learning needs that are well understood and implemented by most teachers.</p> <p>Most teachers have a sound knowledge of each of their student's learning needs and emotional and behavioural profile.</p> <p>Most teachers work collaboratively to contribute to the ongoing needs of the learner by collating, analysing and applying some data to design and implement programmes that meet most, student needs.</p> <p>The school is generally satisfactorily resourced to meet a range of student's needs with most students benefitting from some differentiated learning materials and sound learning support.</p> <p>Many teachers use assessment strategies which monitor individual student's learning, provide feedback and contribute to future planning.</p>		<p>The school has a holistic range of focused structures, programmes and practices to address individual learning needs that are comprehensive, well understood and consistently implemented by almost all teachers.</p> <p>Almost all teachers have a comprehensive and insightful knowledge of each of their student's learning needs and emotional and behavioural profile.</p> <p>Almost all teachers work collaboratively to contribute to the ongoing needs of the learner by collating, analysing and applying relevant data to design and implement targeted programmes that meet student needs.</p> <p>The school is extensively resourced to meet a diverse range of student's needs with students benefitting from a variety of well-developed differentiated learning materials and highly effective learning support.</p> <p>Almost all teachers use a diverse range of assessment strategies which monitor individual student learning, provide high quality feedback and contribute to future improvements in learning.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Use of a variety of thinking and learning styles theory in unit planning and assessment • Attitudinal surveys of students • Collaboration in Professional dialogue, moderation of student work, Staff meetings • Co-curricular & Extra-curricular programming • School tone during recess and lunch breaks • Community Building activities 	<ul style="list-style-type: none"> • NAPLAN, Standardised testing, Examination results, assessment calendars, • Formative Assessment • Student portfolios • Curriculum, planning and implementation documentation • Assessment Tools • Student work displays of learning & student portfolios

Domain	2	Learning and Teaching
Component	2.2	Student Learning & Engagement
Element	2.2.2	Learning Culture

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school inconsistently demonstrates a student behaviour culture and needs to emphasise the expectation of tolerance, personal growth and accountability.</p> <p>Few teachers consistently implement effective student management processes within the classroom environment.</p> <p>Teachers rarely provide opportunities for communication of information and the school needs to develop learning partnerships between staff, students and parents.</p> <p>The school does not yet provide sufficient opportunities for all its learners to experience success. It needs to provide a safe learning environment that more clearly empowers students to voice their thinking, challenges, questions and concerns.</p> <p>The school has an inconsistent relationship with families represented within our school community. It seldom develops inclusive programs and rarely participates in external ventures within our local community.</p> <p>The school inadequately acknowledges the right of every child to learn and provides only ad-hoc encouragement, limited differentiated learning experiences and inflexible assessment tasks.</p> <p>Teachers do not yet have a clear shared culture of high expectations. Expectations vary widely between areas of the school and classrooms within the same area. Teachers generally need to be encouraged to set challenging more goals and support students in achieving them.</p>		<p>The school broadly demonstrates a supported and established student behaviour culture by emphasising the expectation of tolerance, personal growth and accountability.</p> <p>Most teachers implement effective student management processes within the classroom environment, where some opportunities for success are provided.</p> <p>Most teachers provide some opportunities for communication of accurate information, where a dynamic and effective learning partnership is developed between staff, students and parents.</p> <p>The school is generally supportive in providing satisfactory opportunities for every learner to experience success. It provides a safe and trusting learning environment that for the most part allows students to voice their thinking, challenges, questions and concerns. There are inconsistencies in some areas.</p> <p>The school has a positive and productive relationship with most all families. It develops quality programs inclusive and participates in external ventures within our local community.</p> <p>The school generally acknowledges and supports the right of every child to learn by providing positive encouragement, some differentiated and effective learning experiences and assessment tasks.</p> <p>Most teachers set satisfactory expectations. They generally set goals that are appropriate and for the most part support students in achieving them. There are some inconsistencies and overall there is scope to raise expectations further on a whole school basis.</p>		<p>The school actively demonstrates a well-supported and established student behaviour culture emphasising the high expectation of tolerance, personal growth and accountability.</p> <p>Almost all teachers implement highly effective student management processes within the classroom environment, where opportunities for success are consistently provided.</p> <p>Almost all teachers consistently provide high quality opportunities for communication of accurate information, where a dynamic and effective learning partnership is developed between staff, students and parents.</p> <p>The school is consistently supportive and innovative in providing high quality opportunities for every learner to experience success. It provides a dynamic yet safe and trusting learning environment that empowers students to voice their thinking, challenges, questions and concerns.</p> <p>The school has a strong, positive and productive relationship with almost all families represented within the school community. It consistently develops high quality inclusive programs and participates in external ventures within our local community.</p> <p>The school actively supports the right of every child to learn by providing positive encouragement, differentiated and effective learning experiences and appropriate assessment tasks.</p> <p>Almost all teachers engage in a well-developed culture of high expectations by setting challenging goals that are appropriate and support students in achieving them.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Gifted and talented opportunities • Student exit surveys • Student leadership • Retention and absentee rates • Parent, staff and student feedback and survey's • Learning support programs and resources 	<ul style="list-style-type: none"> • School and church events • Visits to and from chaplains • Parent involvement • Parent information events • Orientations and inductions • School calendar and assessment schedules

Domain	2	Learning and Teaching
Component	2.2	Student Learning & Engagement
Element	2.2.3	Quality Teaching

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Teachers rarely engage in reflection on their teaching and need to use evidence of student feedback, assessment data and knowledge of curriculum more systematically to review and update planning and programs and to improve student outcomes.</p> <p>The school needs to develop a clearer culture of ongoing professional learning in order to encourage teachers to improve their teaching practice.</p> <p>Teachers need a more developed understanding of how to plan and teach curriculum content effectively and rarely use a sufficiently wide range of assessment tools. Reports on student progress are not meeting needs.</p> <p>Teachers inconsistently engage students in the learning process and need to provide more opportunities to meet the individual needs of learners.</p> <p>The school needs to develop a clear culture of collaboration, support and resource development within and across levels and KLA's.</p> <p>Teachers show limited systems to maintain and maximise creative use of resources. They demonstrate limited knowledge of processes to create and evaluate resources.</p> <p>The school takes limited steps to encourage stakeholders such as parents and students to provide constructive comment and feedback on teaching practices to improve: learning outcomes, professional and personal development of teaching staff.</p>		<p>Most teachers engage in satisfactory ongoing, reflection on their teaching by using student feedback, assessment data and sound knowledge of curriculum in order to review and update planning and programs. Teachers generally ensure that satisfactory student outcomes are improving.</p> <p>Most teachers engage in ongoing and relevant professional learning to improve their teaching practice.</p> <p>Most teachers have a sound understanding of how to plan and teach curriculum content satisfactorily and usually use a range of assessment tools. They satisfactorily report on student progress and identify some future learning goals.</p> <p>Most teachers satisfactorily engage students in the learning process and generally meet the needs of learners. There are a number of inconsistencies of practice between classrooms and different areas of the school.</p> <p>The school has a generally satisfactory culture of collaboration, support and resource development within and across most levels and KLA's. Some clear inconsistencies remain between classrooms and areas of the school.</p> <p>Most teachers have appropriate and sound systems to maintain and maximise creative use of resources after selecting, creating and evaluating their most appropriate application.</p> <p>The school usually encourages most stakeholders such as parents and students to provide constructive comment and feedback on teaching practices to improve: learning outcomes, professional and personal development of teaching staff.</p>		<p>Almost all teachers engage in ongoing, rigorous reflection of their teaching by using student feedback, assessment data and a well-developed knowledge of curriculum in order to review and update planning and programs to improve student outcomes.</p> <p>Almost all teachers engage in ongoing, relevant and targeted professional learning to improve their teaching practice.</p> <p>There is strong evidence that almost all teachers are highly competent in planning, teaching, assessing and reporting on curriculum content.</p> <p>Almost all teachers consistently, dynamically and creatively engage students in the learning process and meet the needs of each learner. There is a clearly understood and shared whole school approach which promotes a range of teaching and learning styles to meet the needs of each learner.</p> <p>The school has a strongly shared and embedded culture of collaboration, support and resource development within and across levels and KLA's.</p> <p>Almost all teachers have highly efficient and effective systems to maintain and maximise creative use of resources after selecting, creating and evaluating their most appropriate application.</p> <p>The school actively encourages almost all stakeholders such as parents and students to provide constructive comment and feedback on teaching practices to improve learning outcomes, professional learning and personal development of teaching staff.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Anti-bullying program • Student Representative Council minutes • Student leadership program • Allocation of budget to resources • Resource audit • Reporting Structure 	<ul style="list-style-type: none"> • Levels of voluntary involvement in extra-curricular activities • Student transition documentation • Teacher appraisals • Student behaviour management policy & practices

Domain	2	Learning and Teaching
Component	2.2	Student Learning & Engagement
Element	2.2.4	Relationships & Communication

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Few teachers foster sound relationships with parents and other stakeholders by providing feedback about student learning and behaviours.</p> <p>The school attempts to promote an environment of respect and trust where some teachers try to demonstrate respect in their professional relationships with each other, parents and students. Practice remains very variable across the school and in some instances a positive culture is lacking.</p> <p>The school needs to encourage staff to exercise a high level of professional behaviour and trust, through their confidentiality of information and sensitive response to disclosure from stakeholders and external professionals.</p> <p>The school has inconsistent approaches and processes to encourage students to have a balanced lifestyle and needs to implement more effective ways to maximise learning in class.</p> <p>The school is very inconsistent in providing assessment task notification and needs to implement consistent routines to support student accountability.</p>		<p>Most teachers foster satisfactory relationships with parents and other stakeholders by providing broadly sound and timely feedback about student learning and behaviours and provide some examples of how students will be supported to improve.</p> <p>The school for the most part promotes an environment of respect and trust where most teachers demonstrate a level of respect in their professional relationships with each other, parents and students.</p> <p>Most staff exercise a sound level of professional behaviour and trust, through their confidentiality of information and sensitive response to disclosure from stakeholders and external professionals.</p> <p>The school implements satisfactory processes to generally maximise learning in class and to encourage students to have a balanced lifestyle.</p> <p>The school generally provides timely, accurate and informative assessment task notification and operates some sound routines to support student accountability.</p>		<p>Almost all teachers foster very good relationships with parents and other stakeholders, providing high quality, accurate and timely feedback about student learning and behaviours, and provide clear examples of how students will be supported to improve.</p> <p>The school consistently promotes an environment of respect and trust where almost all teachers demonstrate respect in their professional relationships with each other, parents and students.</p> <p>Almost all staff exercise a high level of professional behaviour and trust, through their confidentiality of information and sensitive response to disclosure from stakeholders and external professionals.</p> <p>The school implements highly effective processes to maximise learning in class and to encourage students to have a balanced lifestyle.</p> <p>The school always provides timely, accurate and informative assessment task notification and operates consistent routines to support student accountability.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Use of a variety of thinking and learning styles theory in unit planning and assessment • Attitudinal surveys of students • Collaboration in Professional dialogue, moderation of student work, Staff meetings • Co-curricular & Extra-curricular programming • School tone during recess and lunch breaks • Community Building activities 	<ul style="list-style-type: none"> • NAPLAN, Standardised testing, Examination results, assessment calendars, • Formative Assessment • Student portfolios • Curriculum, planning and implementation documentation • Assessment Tools • Student work displays of learning & student portfolios
--------------------------	---	---

Domain	2	Learning and Teaching
Component	2.2	Student Learning & Engagement
Element	2.2.5	Student Engagement

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Teachers rarely provide a consistently positive learning environment that engages students in learning programmes and need to develop differentiation.</p> <p>Teachers need to implement strategies to encourage students to be motivated, independent learners.</p> <p>Few teachers develop targeted learning strategies that acknowledge student interests, mastery levels, learning styles and thinking skills.</p> <p>Few teachers provide flexible, inclusive and student focused differentiated learning options and assessment tasks and need to enhance engagement and learning outcomes.</p>		<p>Most teachers provide a positive learning environment to engage students in learning programmes, which may include some differentiation.</p> <p>Most teachers implement a range of successful strategies to encourage students to be motivated, independent learners.</p> <p>Most teachers develop targeted learning strategies that generally acknowledge student interests, mastery levels, learning styles and thinking skills.</p> <p>Most teachers provide some flexible, inclusive and student focused differentiated learning options and assessment tasks to generally enhance engagement and learning outcomes.</p>		<p>Almost all teachers provide a dynamic and stimulating learning environment to highly engage students in learning programmes, including differentiation.</p> <p>Almost all teachers implement highly successful and diverse strategies to encourage students to be highly motivated, independent learners.</p> <p>Almost all teachers develop highly targeted and diverse learning strategies that acknowledge student interests, mastery levels, learning styles and thinking skills.</p> <p>Almost all teachers consistently provide flexible, inclusive and student focused differentiated learning options and assessment tasks to enhance engagement and learning outcomes.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Gifted and talented opportunities • Student exit surveys • Student leadership • Retention and absentee rates • Parent, staff and student feedback and survey's • Learning support programs and resources 	<ul style="list-style-type: none"> • School and church events • Visits to and from chaplains • Parent involvement • Parent information events • Orientations and inductions • School calendar and assessment schedules
--------------------------	---	--

Domain	2	Learning and teaching
Component	2.3	Teaching Practices
Element	2.3.1	Pedagogy: Teachers' knowledge

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The quality of student learning is impeded because teachers demonstrate minimal knowledge of their students and how they learn.</p> <p>Teachers inconsistently participate in a whole school approach to the curriculum and the professional requirements for effective learning.</p> <p>Most teachers indicate limited subject/content knowledge.</p> <p>The quality of student learning is impeded because teachers underutilise models of teaching and learning (pedagogy).</p> <p>There is little or no evidence that teachers demonstrate knowledge of how to form positive relationships with stakeholders.</p>		<p>For the most part student learning is facilitated because most teachers generally demonstrate substantial knowledge of their students and how they learn.</p> <p>Most teachers participate in a whole school approach to the curriculum and the professional requirements to ensure sound learning experiences that appropriately challenge students.</p> <p>Most teachers demonstrate adequate subject/content knowledge.</p> <p>For the most part student learning is facilitated because most teachers have a satisfactory knowledge of models of teaching and learning (pedagogy) and how to implement them to meet the needs of students.</p> <p>Many teachers develop positive relationships with most stakeholders to ensure optimal learning for all students.</p>		<p>Student learning is enhanced because almost all teachers consistently demonstrate deep knowledge of their students and how they learn.</p> <p>Almost all teachers actively participate in a well-integrated whole school approach to the curriculum, the professional requirements to ensure cohesive learning experiences that appropriately challenge students.</p> <p>Almost all teachers demonstrate deep, knowledge of subject/content.</p> <p>Student learning is enhanced because almost all teachers have a comprehensive knowledge of models of teaching and learning (pedagogy) and how to implement them to meet the needs of all students.</p> <p>Almost all teachers proactively develop positive relationships with all stakeholders to ensure optimal learning for all students.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Teaching programs that include strategies for diverse learners, such as differentiation. • Professional learning conversations documented in minutes of meetings and/or teacher reflection journals • Professional development reflected in documentation, such as minutes of meetings • Samples of student work • Student evaluation of lessons 	<ul style="list-style-type: none"> • Student marks and performance indicators • Teacher self-evaluation using instruments, such as National Professional Standards for Teachers (aitsl) • Peer evaluation • Documentation, such as letter, emails, journals, etc.
--------------------------	--	---

Domain	2	Learning and Teaching
Component	2.3	Teaching Practices
Element	2.3.2	Pedagogy: Teachers' practice

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Learning is not student centred and teachers need to create appropriate learning environments and experiences.</p> <p>Teachers seldom plan workable programs appropriate to the needs of all students.</p> <p>Teacher need to give more attention to developing students as independent learners.</p> <p>Learning is not student centred and teachers need to establish routines that are inclusive and facilitate effective learning.</p> <p>There is little evidence that students are engaged and teachers need to implement engagement strategies to improve student learning.</p>		<p>Generally teachers seek to focus on student learning by creating appropriate learning environments and experiences.</p> <p>Teachers mostly plan and implement suitable programs.</p> <p>Many teachers attempt to develop thinkers who are self-directed and self-regulating.</p> <p>Generally teachers seek to focus on student learning by establishing, to some degree, routines that are inclusive.</p> <p>Many teachers apply some strategies for successfully engaging students.</p>		<p>Almost all teachers focus on high quality student learning by creating effective and relevant learning environments and experiences.</p> <p>Almost all teachers plan and implement high quality programs.</p> <p>Almost all teachers implement strategies to develop confident thinkers who are self-directed and self-regulating.</p> <p>Almost all teachers focus on highly effective student learning by establishing supportive routines that are inclusive.</p> <p>Almost all teachers generate and apply a broad range of highly successful strategies for engaging students.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Teaching programs and lesson outlines • Classroom observation/peer evaluation • Student evaluation of lessons • Professional learning conversations documented in minutes of meetings and/or teacher reflection journals 	<ul style="list-style-type: none"> • Professional development reflected in documentation, such as minutes of meetings • Samples of student work • Student marks and performance indicators • Teacher self-evaluation using instruments, such as National Professional Standards for Teachers (aitsl)

Domain	2	Learning and Teaching
Component	2.3	Teaching Practices
Element	2.3.3	Pedagogy: Teachers' disposition

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The quality of student learning lacks effectiveness because teachers need to be involved in their own professional learning.</p> <p>Teachers demonstrate limited reflective practice.</p> <p>Teachers need to develop resilience and flexibility in their thinking and practice.</p> <p>Teachers display a variable commitment to the ethos of the school, including its values and faith.</p> <p>The quality of student learning lacks effectiveness and teachers need to consistently demonstrate a Christ-centred approach, honesty, discretion and consistency.</p>		<p>To maintain the quality of student learning, many teachers demonstrate the disposition to be engaged in their own professional learning.</p> <p>Many teachers are reflective practitioners at times.</p> <p>Many teachers are somewhat resilient and flexible in their thinking and practice.</p> <p>Teachers are generally committed to the ethos of the school, including its values and faith.</p> <p>To maintain the quality of student learning, many teachers are Christ-centred, honest, discrete and consistent.</p>		<p>To enhance the quality of student learning, almost all teachers demonstrate the disposition to be proactive in their own professional learning.</p> <p>Almost all teachers are highly reflective practitioners.</p> <p>Almost all teachers are highly resilient and flexible in their thinking and practice.</p> <p>Almost all teachers are highly committed to the ethos of the school, including its values and faith.</p> <p>To enhance the quality of student learning, almost all teachers are Christ-centred, honest, discrete and consistent.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Classroom observation/peer evaluation • Student evaluation of teaching • Professional learning conversations documented in teacher reflection journals • Teacher self-reflection and self-evaluation using instruments, such as The Dispositional Cluster Model (DCM) • Parent and peer feedback 	
--------------------------	--	--

Domain	2	Learning and Teaching
Component	2.3	Teaching Practices
Element	2.3.4	Collaboration

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Student learning requires stronger support because teachers under-utilise professional conversations.</p> <p>Teachers need to develop and apply a range of collaborative teaching strategies.</p> <p>There is little evidence of the development or use of a common metalanguage.</p> <p>Student learning requires stronger support because teachers seldom demonstrate collegiality.</p>		<p>To support successful student learning teachers, for the most part engage in professional conversations that focus on some aspects of teaching and learning.</p> <p>Many teachers use a range of collaborative teaching strategies.</p> <p>Teachers sometimes use a common metalanguage that facilitates collaboration across subject areas and year levels.</p> <p>To support student learning teachers, for the most part, demonstrate some collegiality, including the principal and school leadership.</p>		<p>To support successful student learning, almost all teachers consistently engage in a diverse range of professional conversations that focus on clearly-targeted aspects of teaching and learning.</p> <p>Almost all teachers effectively use a diverse range of collaborative teaching strategies.</p> <p>Almost all teachers develop and embed a common metalanguage that facilitates collaboration across subject areas and year levels.</p> <p>To support successful student learning, almost all teachers consistently demonstrate a high level of collegiality, including the principal and school leadership.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Teaching programs • Classroom observation/peer evaluation • Professional learning conversations documented in minutes of meetings and/or teacher reflection journals • Teaching journals • Documents, such as emails, letter • Shared professional reading 	
--------------------------	---	--

Domain	2	Learning and Teaching
Component	2.3	Teaching Practices
Element	2.3.5	Communication & Feedback

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Communication regarding student learning is inhibited because teachers seldom access or use data as the basis of feedback that informs planning and best practice.</p> <p>Teachers need to use a broader variety of feedback sources such as, student and parent questionnaires, student performance, etc.</p> <p>Teachers rarely use feedback to convincingly link learning to outcomes.</p> <p>Teachers need to develop strategies for using feedback to communicate with stakeholders regarding student and school progress.</p>		<p>To inform best practice regarding student learning, some teachers, at times, access and use data as the basis of feedback that informs planning and best practice.</p> <p>Many teachers periodically use a variety of feedback sources such as, student and parent questionnaires, student performance, etc.</p> <p>Many teachers use feedback to link learning to outcomes to a certain degree.</p> <p>Many teachers attempt to use feedback to communicate with stakeholders regarding student and school progress.</p>		<p>To inform best practice regarding student learning, almost all teachers' access and use relevant data as the basis of feedback that successfully informs planning and best practice.</p> <p>Almost all teachers rigorously utilise a variety of feedback sources such as, student and parent questionnaires, student performance, etc.</p> <p>Almost all teachers use feedback to comprehensively link learning to outcomes.</p> <p>Almost all teachers use feedback effectively to communicate with, and update stakeholders, regarding student progress and whole-school initiatives.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Teacher access to student profiles and school demographic data • Letters to individual stakeholders • Newsletters for school community • Documented parent and student surveys • School reports 	<ul style="list-style-type: none"> • Programs of work • Department Meeting minutes • Parent/Teacher interviews and open information nights • Student council meetings and minutes • Teacher representation on School Council, etc.
--------------------------	---	---

Domain	2	Learning and Teaching
Component	2.4	Curriculum
Element	2.4.1	Curriculum Balance, Breadth & Depth

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>There is limited documentation and planning in most areas of the curriculum including; Adventist rationale, scope and sequence, differentiated inquiry-based units of work, assessment, and learning standards and outcomes.</p> <p>The curriculum needs to take greater account of national, system and state directives and/or legislation.</p> <p>The curriculum provides few effective and engaging opportunities for students to develop essential skills in literacy and numeracy.</p> <p>The curriculum needs to provide authentic and meaningful opportunities for students to develop inter-cultural understanding.</p> <p>The curriculum and co-curricular programs provide limited opportunities for students to value all learning areas and to engage in cross-disciplinary practice.</p> <p>The curriculum lacks opportunities to promote personal excellence and nurture the students' unique talents.</p> <p>The curriculum needs to broaden the range of opportunities for students to develop skills to become independent and collaborative learners, and effective problem solvers.</p> <p>The curriculum has a limited focus on the use of technology and needs to develop a stronger technological focus in order for students to become skilled users.</p>		<p>Quality documentation and planning is evident in most areas of the curriculum including; Adventist rationale, scope and sequence, differentiated inquiry-based units of work, assessment, and learning standards and outcomes.</p> <p>The curriculum adequately complies with national, system and state directives and/or legislation.</p> <p>The curriculum provides many effective and engaging opportunities for students to develop skills in literacy and numeracy.</p> <p>The curriculum generally provides authentic and meaningful opportunities for students to develop inter-cultural understanding.</p> <p>The curriculum and co-curricular programs generally provide appropriately planned opportunities for students to value most learning areas and to engage in cross-disciplinary practice.</p> <p>The curriculum generally promotes personal excellence through a sound range of formal and informal opportunities for the majority of students to learn and nurture their unique talents.</p> <p>The curriculum provides integrated and generally effective opportunities for the most students to develop skills to become independent and collaborative learners, and effective problem solvers.</p> <p>The curriculum has a sound focus on the use of technology and the majority of students become skilled users of technology whilst complying with school protocols.</p>		<p>High quality documentation and planning is strongly evident in all areas of curriculum including; Adventist rationale, scope and sequence, differentiated inquiry-based units of work, assessment, and learning standards and outcomes.</p> <p>The curriculum comprehensively fulfils national, system and state directives and/or legislation.</p> <p>The curriculum provides many rich and engaging opportunities for students to develop essential skills in literacy and numeracy.</p> <p>The curriculum provides a diverse range of authentic and meaningful opportunities for students to develop inter-cultural understanding.</p> <p>The curriculum and co-curricular programs provide comprehensively planned and inclusive opportunities for students to value all learning areas and to engage in cross-disciplinary practice.</p> <p>The curriculum consistently promotes personal excellence through a diverse range of formal and informal opportunities for almost all students to learn and nurture their unique talents.</p> <p>The curriculum provides embedded and highly effective opportunities for almost all students to develop skills to become independent and collaborative learners, critical, creative and reflective thinkers, and effective problem solvers.</p> <p>The curriculum has a strong and clear focus on the innovative and embedded use of technology, and almost all students become highly skilled, adaptive users of technology whilst complying with school protocols.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School Improvement Plan • Analysis of priority listing in the school report • Timetabling / time allocations • Documentation – Biblical values explicitly integrated / Curriculum links with external bodies • Co-curricular activities • Church and community projects 	<ul style="list-style-type: none"> • Student work and behaviour – Biblical values reflected • Newsletters, websites, assemblies, opening ceremonies, parent evenings • Community feedback - surveys • Excursions and incursions • School engagement in work experience for senior students • Local, state and national competitions
--------------------------	--	---

Domain	2	Learning and Teaching
Component	2.4	Curriculum
Element	2.4.2	Seventh-day Adventist Curriculum

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The principles of The Adventist School – Community of Faith and Learning need to more thoroughly embedded into the curriculum.</p> <p>Biblical Studies is not seen as the vital learning area in all school years and the Adventist Encounter Curriculum needs to be more thoroughly implemented.</p> <p>There is limited evidence that school offers rich curricular and co-curricular life and the school needs to provide students with opportunities for holistic development and nurturing of personal wellbeing.</p> <p>Biblical values are rarely evident in curricular and co-curricular areas and need to be developed to promote students’ participation in the Church and the wider community.</p> <p>The curriculum provides few opportunities for students to understand and apply the ethical, moral and spiritual dimensions of life.</p>		<p>The principles of The Adventist School – Community of Faith and Learning are generally included in most areas of the curriculum documentation, planning and delivery</p> <p>Biblical Studies is generally recognised as the vital learning area in all school years, with the Adventist Encounter Curriculum mostly implemented from F to Year 10.</p> <p>The curricular and co-curricular life in the school generally provides students with some useful opportunities for holistic development and the nurturing of personal well-being but as yet there are some clear inconsistencies.</p> <p>Biblical values are integrated into most curricular and co-curricular areas, and satisfactorily promote students’ participation in the Church and the wider community.</p> <p>The curriculum provides many opportunities for most students to understand and apply the ethical, moral and spiritual dimensions of life.</p>		<p>The principles of The Adventist School – Community of Faith and Learning are well integrated and comprehensively embedded into all areas of the curriculum documentation, planning and delivery.</p> <p>Biblical Studies is recognised as the vital learning area in all school years, with the Adventist Encounter Curriculum consistently and comprehensively implemented from F to Year 10.</p> <p>The school has a diverse and rich curricular and co-curricular life, which provides students with an extensive range of opportunities for holistic development and personal wellbeing.</p> <p>Biblical values are meaningfully embedded in all curricular and co-curricular areas, and effectively promote students’ active participation in the Church and the wider community.</p> <p>The curriculum provides highly effectively integrated and meaningful opportunities for almost all students to understand and apply the ethical, moral and spiritual dimensions of life.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School camps/trips • Teaching and learning programs • School Policies – regular review • Career and course information evenings • Observations – formal/informal 	<ul style="list-style-type: none"> • Assessment tasks • Partnership agreements • Student and teacher goal setting • Technology used in all teaching and learning • Whole school planning for literacy, numeracy, ICT and general capabilities
--------------------------	--	--

Domain	2	Learning and Teaching
Component	2.4	Curriculum
Element	2.4.3	Connections to the Broader Community

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to provide planned programs to support Christian service learning opportunities, within the community, for students.</p> <p>The curriculum provides few opportunities for students to learn the value and importance of cultural, religious and social diversity.</p> <p>The school has limited partnerships and school curriculum planning and delivery would be enhanced through the development of more effective partnerships with stakeholders including; parents, the Seventh-day Adventist Church, other education and training-providers, external entities and other Christian organisations.</p>		<p>The school's program provides some planned and age-appropriate Christian service learning opportunities, within the community, for most students.</p> <p>The curriculum provides some engaging opportunities for students to learn the value and importance of cultural, religious and social diversity.</p> <p>School curriculum planning and delivery is enhanced as a result of sound partnerships with some stakeholders including; parents, the Seventh-day Adventist Church, other education and training-providers, external entities and other Christian organisations.</p>		<p>The school's program consistently provides a diverse range of well-planned, age-appropriate and effective Christian service learning opportunities, within the community, for almost all students.</p> <p>The curriculum provides a wide and diverse range of meaningful and engaging opportunities for students to learn and experience the value and importance of cultural, religious and social diversity.</p> <p>School curriculum planning and delivery is enhanced as a result of highly effective and well-targeted partnerships with all stakeholders including; parents, the Seventh-day Adventist Church, other education and training-providers, external entities and other Christian organisations.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School Improvement Plan • Analysis of priority listing in the school report • Timetabling / time allocations • Documentation – Biblical values explicitly integrated / Curriculum links with external bodies • Co-curricular activities • Church and community projects 	<ul style="list-style-type: none"> • Student work and behaviour – Biblical values reflected • Newsletters, websites, assemblies, opening ceremonies, parent evenings • Community feedback - surveys • Excursions and incursions • School engagement in work experience for senior students • Local, state and national competitions
--------------------------	--	---

Domain	2	Learning and Teaching
Component	2.4	Curriculum
Element	2.4.4	Future Focus

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school provides limited opportunities for students to reflect on future pathways and career options and needs to focus on the goal of student employability.</p> <p>The school needs to focus on equipping students with lifelong learning skills.</p> <p>The curriculum provides limited opportunities for students to become creative thinkers, resourceful and innovative.</p> <p>The school lacks effective opportunities for students to demonstrate their responsibilities as local, national and global citizens.</p>		<p>The school provides a range of opportunities for most students to reflect on future pathways and career options with the, ultimate goal of employability.</p> <p>There is some evidence that the curriculum has a focus on equipping most students with lifelong skills for becoming independent and collaborative learners.</p> <p>The curriculum generally provides a range of opportunities for students to become creative thinkers, resourceful and innovative.</p> <p>The school provides some opportunities for students to demonstrate their responsibilities as local, national and global citizens.</p>		<p>The school provides a diverse and engaging range of opportunities for almost all students to reflect on future pathways and career options, with the ultimate goal of employability.</p> <p>There is strong evidence that the curriculum has a focus on equipping almost all students with lifelong skills for becoming independent and collaborative learners.</p> <p>The curriculum provides integrated and highly effective opportunities for almost all students to become creative thinkers, resourceful and innovative.</p> <p>The school provides an extensive range of rich and varied opportunities for students to demonstrate their responsibilities as local, national and global citizens.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School camps/trips • Teaching and learning programs • School Policies – regular review • Career and course information evenings • Observations – formal/informal 	<ul style="list-style-type: none"> • Assessment tasks • Partnership agreements • Student and teacher goal setting • Technology used in all teaching and learning • Whole school planning for literacy, numeracy, ICT and general capabilities
--------------------------	--	--

Domain	2	Learning & Teaching
Component	2.5	Assessment & Reporting
Element	2.5.1	Assessment for Learning

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school has an assessment policy that is not widely known and needs to give higher priority to developing shared understanding amongst all teachers</p> <p>The school needs to develop assessment processes that encourage a safe and engaging learning environment.</p> <p>The school needs to implement assessment processes that provide greater scope and opportunities for independent learning amongst all students.</p> <p>Assessment processes need to be implemented that challenge and support all students in their learning.</p> <p>Teachers need to be encouraged to provide helpful and constructive assessment feedback that identifies strengths and relevant areas for students' improvement.</p> <p>The school needs to increase the consistency and regularity of feedback in order to encourage self-assessment.</p>		<p>The school's assessment policy outlines some of the key principles of assessment for learning and is mostly implemented by the teachers.</p> <p>The school seeks to develop assessment processes that to some degree encourage a safe and engaging learning environment.</p> <p>The school's assessment processes broadly seeks to foster independent learning for students.</p> <p>Assessment processes are somewhat effective in challenging and supporting the students.</p> <p>Many teachers provide feedback, which identifies some strengths and relevant areas for student improvement.</p> <p>Many teachers provide assessment feedback that is consistent, continuous and to some degree encourages self-assessment.</p>		<p>Whole school assessment policy comprehensively outlines the key principles of assessment for learning and is consistently implemented by almost all teachers.</p> <p>Whole school assessment processes promote a safe, engaging, innovative and creative learning environment.</p> <p>Whole school assessment processes facilitates student self-regulation and independence, and encourages life-long learning.</p> <p>Assessment processes are highly effective to comprehensively challenge and support individual students.</p> <p>Almost all teachers regularly provide meaningful feedback, which comprehensively identifies strengths and relevant areas for student improvement.</p> <p>Almost all teachers provide assessment feedback that is consistent, continuous, immediate, challenges students, and encourages ongoing student self-assessment.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Mark Books and reports to demonstrate student improvement • Peer feedback and self-assessment • Differentiation evident in programs • Marking Criteria • Comments and annotations on student assessment tasks 	<ul style="list-style-type: none"> • Whole School Assessment and Reporting Policy • Documentation of assessment in teaching program • Professional appraisals and observations to see assessment embedded in the learning environment
--------------------------	---	--

Domain	2	Learning and Teaching
Component	2.5	Assessment & Reporting
Element	2.5.2	Assessment Practices & Processes

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Students and parents as yet have limited understanding of the importance of assessment processes and procedures and need to be more fully engaged.</p> <p>Teachers need to consistently document assessment practices and processes. The school needs to ensure that assessment practices and processes are implemented across the whole school.</p> <p>Assessment practices and processes of the Australian Curriculum, state curriculum and National Standard for Teachers are partially reflected in school documentation.</p> <p>There is considerable scope for the school to analyse and use data from external assessment more consistently and effectively to improve student achievement.</p> <p>The school needs to find more opportunities to differentiate assessment to support and meet individual student needs more effectively.</p> <p>Across the school teachers need to be more self-reflective and work more collaboratively to develop more effective assessment practice which improves student learning.</p> <p>Assessment feedback is generally limited and ineffective in improving teaching and learning. The school needs to encourage teachers and students to engage in better feedback of their assessments to assist improvement.</p>		<p>Students and parents are aware of the importance of assessment procedures and are generally cooperative with its processes.</p> <p>Many teachers document assessment practices and processes, and to some degree implement them. Assessment practices and processes are generally sound across the whole school, but there is scope for greater consistency and impact</p> <p>Assessment practices and processes of the Australian Curriculum and state curriculum and National Standard for Teachers are adhered to in school documentation.</p> <p>Data from external assessment is often used for improving student achievement.</p> <p>Assessment is sometimes differentiated to support individual student needs.</p> <p>Many teachers are self-reflective and work collaboratively to review assessment practice to improve student learning</p> <p>The school provides some opportunities for students to engage in feedback of their assessment to assist ongoing improvements to learning.</p>		<p>Students and parents are highly aware of the significance and relevance of assessment procedures and are cooperative with its processes.</p> <p>Almost all teachers consistently and comprehensively document assessment practices and processes. Assessment practices and processes are consistent and well integrated in their implementation across the whole school.</p> <p>Assessment practices and processes comprehensively embed the Australian Curriculum and state curriculum documentation, and the National Standard for Teachers.</p> <p>Data from external assessment is analysed and effectively used for improving the quality of student achievement.</p> <p>Assessment is rigorously differentiated to support individual student needs.</p> <p>Almost all teachers are self-reflective and work collaboratively to evaluate and review assessment practices and processes to improve student learning.</p> <p>The school provides regular opportunities for students to engage in evaluative feedback of their assessments in order to improve.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Staff and Department Meeting Minutes • Unit evaluations and program registers • Peer feedback, self-assessment, surveys, student focus groups • Marking Criteria • Comments and annotations on student assessment tasks 	<ul style="list-style-type: none"> • Whole School Assessment and Reporting Policy • Whole School Assessment Policy Student Handbook • Teaching programs • Australian Curriculum documentation, relevant state curriculum documentation, NAPLAN results and NST documentation
--------------------------	---	--

Domain	2	Learning and Teaching
Component	2.5	Assessment & Reporting
Element	2.5.3	Reporting Principles

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Reporting procedures provide limited scope in tracking student achievement.</p> <p>Communication between parents and teachers is under-utilised in reporting student achievement.</p> <p>Feedback in academic reports needs to be more positive and focused on fostering student improvement.</p> <p>Reporting provides a record of student achievement but is not consistently linked to the whole school assessment policy.</p>		<p>Reporting procedures are generally helpful in tracking student achievement throughout their schooling career, although some inconsistencies are evident</p> <p>Most teachers satisfactorily communicate reporting of student achievement to parents and students.</p> <p>Many teachers provide positive feedback in academic reports with the intention of fostering student improvement.</p> <p>Reporting generally reflects the whole school assessment policy, providing a satisfactory record of student achievement.</p>		<p>Reporting procedures are highly effective in comprehensively tracking student development and achievement throughout their schooling career.</p> <p>Almost all teachers consistently and comprehensively communicate reporting of student achievement to parents and students.</p> <p>Almost all teachers provide positive and constructive feedback in academic reports to foster student improvement.</p> <p>Reporting is fully in line with the whole school assessment policy, providing a comprehensive and accurate record of student achievement.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Teaching Diaries • Marks Books • Parent feedback on parent/teacher interviews • Whole School policy to ascertain the protocols for communication with parents e.g letter, telephone, email 	<ul style="list-style-type: none"> • Whole School Assessment and Reporting Policy • Database and central record of past academic reports • Report comments • Schedule of parent/teacher interviews and protocols

Domain	2	Learning and Teaching
Component	2.6	Student Achievement
Element	2.6.1	Programs for Student Learning

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school demonstrates evidence of some Curricula, Co-Curricula and Extra Curricula programs, which are sometimes limited and do not impact sufficiently on student achievement.</p> <p>Many students are disengaged from the curriculum and need to be encouraged to achieve their personal best.</p> <p>There is limited evidence that, as a result of school programs, student become independent thinkers who are able to critically and creatively develop skills in some areas: such as ICT, Literacy & Numeracy, problem solving, personal and social capabilities.</p> <p>The school is lacking an overall review process and needs to involve all stakeholders in improving student learning.</p>		<p>The school generally provides well planned, Curricula, Co-Curricula and Extra Curricula programs, which are mostly planned to address student achievement.</p> <p>Students are generally engaged in aspects of the curriculum and are encouraged to achieve their personal best.</p> <p>As a result of school programs, students generally become independent thinkers who are able to critically and creatively develop skills in some areas: such as ICT, Literacy & Numeracy, problem solving, personal and social capabilities.</p> <p>The school has an effective and regular review process involving most stakeholders that leads to improvement in student achievement in some areas and aspects.</p>		<p>The school consistently provides well planned, rigorous and comprehensive Curricula, Co-Curricula and Extra Curricula programs, which are clearly planned to optimise student achievement.</p> <p>Almost all students engage thoroughly across the curriculum and are successfully encouraged to achieve their personal best.</p> <p>There is strong evidence that, as a result of school programs, students become independent thinkers who critically and creatively develop key skills in all areas, such as; ICT, Literacy & Numeracy, problem solving, personal and social capabilities.</p> <p>The school is highly reflective and has an effective and regular review process involving all stakeholders that leads to identifiable, broad and sustained improvement in student achievement.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Documentation of school programs (curricula, co-curricula and extra curricula) which may include: rationales, strategic plan, scope and sequence, program documents, policies, timetables, student profiles, resources • Visual observation of classroom and wider school environment • Reporting and assessment data sets 	<ul style="list-style-type: none"> • School performance data & qualitative data. I.e. NAPLAN, normative testing • Professional development • Perception surveys & forums. Opportunities for feedback • Samples of student work and reflective statements

Domain	2	Learning and Teaching
Component	2.6	Student Achievement
Element	2.6.2	Teaching Environment

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school is inconsistent in providing a safe and interesting learning environment and needs to implement differentiation strategies to meet the needs of learners.</p> <p>Few students' learning styles and individual needs are catered for and a learning environment needs to be developed that encourages students to achieve their personal potential.</p> <p>The school needs to develop learning spaces that are flexible, interesting and learner-focused to create a wider range of learning opportunities for students.</p>		<p>The school generally provides a safe, interesting and adequate learning environment that uses some differentiation strategies to meet the needs of most learners.</p> <p>Most students' learning styles and individual needs are catered for in a learning environment that generally encourages students to achieve their personal potential.</p> <p>The learning spaces in the school are generally flexible, interesting and learner-focused to create a satisfactory range of learning opportunities for students.</p>		<p>The school provides and ensures a safe, innovative and stimulating learning environment that uses a diverse range of differentiation strategies to meet the needs of almost all learners.</p> <p>Almost all students' learning styles and individual needs are creatively and comprehensively catered for in a learning environment that inspires and encourages students to achieve their personal potential.</p> <p>The learning spaces in the school are almost always flexible, stimulating and learner-focused to create a diverse range of learning opportunities for students.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Documentation of school programs (curricula, co-curricula and extra curricula) which may include: rationales, strategic plan, scope and sequence, program documents, policies, timetables, student profiles, resources • Visual observation of classroom and wider school environment • Reporting and assessment data sets 	<ul style="list-style-type: none"> • School performance data & qualitative data. I.e. NAPLAN, normative testing • Professional development • Perception surveys & forums. Opportunities for feedback • Samples of student work and reflective statements
--------------------------	--	--

Domain	2	Learning and Teaching
Component	2.6	Student Achievement
Element	2.6.3	Monitoring and Analysing Evidence & Data

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to collect and analyse a range of relevant that informs on areas of student achievement.</p> <p>There is limited evidence that student achievement is enhanced and the school needs to engage in a process of data collection and review in order to inform and reflect on curricula, co-curricula and extra curricula programs.</p>		<p>The school collects and analyses some relevant data from several stakeholders that generally informs on most areas of student achievement.</p> <p>There is some evidence that student achievement is enhanced as the school engages in a process of data collection and review, in order to inform and reflect on curricula, co-curricula and extra curricula programs.</p>		<p>The school consistently collects and comprehensively analyses a large range of relevant data from all stakeholders that informs on all areas of student achievement.</p> <p>There is strong evidence that student achievement is enhanced as the school engages in a comprehensive cyclic process of data collection and review, in order to inform and reflect on curricula, co-curricula and extra curricula programs.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Documentation of school programs (curricula, co-curricula and extra curricula) which may include: rationales, strategic plan, scope and sequence, program documents, policies, timetables, student profiles, resources • Visual observation of classroom and wider school environment • Reporting and assessment data sets 	<ul style="list-style-type: none"> • School performance data & qualitative data. I.e. NAPLAN, normative testing • Professional development • Perception surveys & forums. Opportunities for feedback • Samples of student work and reflective statements
--------------------------	--	--



Domain	2	Learning and Teaching
Component	2.6	Student Achievement
Element	2.6.4	School Culture of Learning & Achievement

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>School leaders and members of the school community attempt to promote a culture of learning and achievement across many areas which is based upon establishing high expectations amongst all stakeholders and celebrating success.</p> <p>There is limited evidence that the school's learning culture values each student as an individual, diversity, and cooperation and collaboration.</p>		<p>School leaders at most levels, and most members of the school community, promote a culture of learning and achievement across many areas which is based upon establishing high expectations amongst all stakeholders and celebrating success.</p> <p>There is some evidence that the school's learning culture values each student as an individual, diversity, and cooperation and collaboration.</p>		<p>School leaders at all levels, and all members of the school community, consistently and successfully promote a culture of learning and achievement across all areas which is based upon establishing high expectations amongst all stakeholders and celebrating success.</p> <p>There is strong evidence that the school's learning culture consistently and dynamically values each student as an individual, diversity, and cooperation and collaboration.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Documentation of school programs (curricula, co-curricula and extra curricula) which may include: rationales, strategic plan, scope and sequence, program documents, policies, timetables, student profiles, resources • Visual observation of classroom and wider school environment • Reporting and assessment data sets 	<ul style="list-style-type: none"> • School performance data & qualitative data. I.e. NAPLAN, normative testing • Professional development • Perception surveys & forums. Opportunities for feedback • Samples of student work and reflective statements



Domain	2	Learning and Teaching
Component	2.6	Student Achievement
Element	2.6.5	Holistic Personal Potential

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to develop academic policies and practices that create students who are life-long learners who are critical, creative and collaborative thinkers who can apply knowledge and skills to new situations.</p> <p>The school's policies and practices need to be developed in order to create students who are resilient and responsible citizens, with a commitment to a healthy and balanced lifestyle.</p>		<p>There is some evidence that the school's academic policies and practices are working towards developing students who are life-long learners who are critical, creative and collaborative thinkers who can apply knowledge and skills to new situations.</p> <p>The school's policies and practices are somewhat successful in developing students who are resilient and responsible citizens, with a commitment to a healthy and balanced lifestyle.</p>		<p>There is strong evidence that the school's academic policies and practices develop students who are life-long learners who are critical, creative and collaborative thinkers who can apply knowledge and skills to new situations.</p> <p>The school's policies and practices are highly successful in developing students who are resilient and responsible citizens, with a commitment to a healthy and balanced lifestyle.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Documentation of school programs (curricula, co-curricula and extra curricula) which may include: rationales, strategic plan, scope and sequence, program documents, policies, timetables, student profiles, resources • Visual observation of classroom and wider school environment • Reporting and assessment data sets 	<ul style="list-style-type: none"> • School performance data & qualitative data. I.e. NAPLAN, normative testing • Professional development • Perception surveys & forums. Opportunities for feedback • Samples of student work and reflective statements

Domain	2	Learning and Teaching
Component	2.7	Professional Learning
Element	2.7.1	Relevant

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school uses an ad hoc approach to data to respond to meeting the needs of its students. It now needs to use data of student achievement more effectively in order to target relevant professional learning.</p> <p>A whole school learning approach has not yet been sufficiently developed. Leadership needs to involve staff in a whole school approach to professional learning recognising this leads to improved student outcomes. The school needs to encourage staff to actively identify and participate in relevant professional learning opportunities.</p>		<p>The school learning community uses data to target professional learning to improve outcomes of its students.</p> <p>There is partial support for a whole school learning approach that demonstrates an ownership by some teachers and staff. Staff are active in identifying and participating in generally relevant professional learning opportunities.</p>		<p>The school learning community uses a wide range of data to be highly responsive in targeting professional learning to improve outcomes of its students.</p> <p>There is a whole school learning approach that has input and ownership by almost all teachers and staff. Staff are highly active in identifying and participating in relevant professional learning opportunities.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Teachers are involved in the design, content, practice and reflective feedback of their professional learning. • Meeting minutes • School professional learning policies and school annual professional learning plans. • Collection and analysis of relevant data from such sources as NAPLAN, Standardised Tests, School-based assessments (pre, post, anecdotal, formative), surveys. 	
--------------------------	---	--

Domain	2	Learning and Teaching
Component	2.7	Professional Learning
Element	2.7.2	Collaborative

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Few staff are engaged in planned, regular and dialogue about student learning, progress, development and successes.</p> <p>There is little collaboration by staff to both individual and whole school approach to professional learning. The school needs to develop a collaborative professional learning culture.</p> <p>The school rarely demonstrates an effective professional learning culture. There is a need to develop a clear professional learning culture, underpinned by reflection and feedback.</p> <p>The school needs to give higher priority to providing clearer opportunities to observe, share and apply practices within the school community and with other educational bodies.</p>		<p>Many staff are engaged in planned, regular and in significant dialogue about student learning, progress, development and successes.</p> <p>There is collaboration by many staff to both individual and whole school approach to professional learning. The school has a developing and collaborative professional learning culture in some but not all areas of its work.</p> <p>The school, to some degree demonstrates an effective professional learning culture underpinned by some use reflection and feedback. Practice now requires being more consistent.</p> <p>The school provides opportunities to observe, share and apply practices within the school community and with other educational bodies.</p>		<p>Almost all staff are engaged in planned, regular and meaningful dialogue about student learning, progress, development and successes.</p> <p>There is collaboration by almost all staff to both individual and whole school approach to professional learning. The school has a highly developed and collaborative professional learning culture.</p> <p>The school consistently demonstrates a highly effective professional learning culture, underpinned by regular, focussed reflection and feedback.</p> <p>The school provides extensive opportunities to observe, share and apply practices within the school community and with other educational bodies.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Engagement in internal and external professional learning activities and subsequent analysis and implementation (Record of attendance). • Evidence of network systems between the school and wider community. • A variety of professional learning experiences offered. 	<ul style="list-style-type: none"> • Team meeting minutes, analysis of student data, individual learning programs, differentiation (observation). • Team planning, staff classroom visitation and subsequent dialogue, professional conversations (observation), learning journals, staff presentations of action research, teacher displays, learning intentions and success criteria.

Domain	2	Learning and Teaching
Component	2.7	Professional Learning
Element	2.7.3	Future Focussed

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Teachers are beginning to engage in reflective practice of professional learning to support future planning and need to focus on how this practice improves outcomes for students.</p> <p>Teachers rarely use research to improve classroom practice. Priority needs to be given to evidence based decision-making to improve student outcomes. Teachers need to be encouraged to access research to improve practice and student achievement.</p> <p>Leadership requires direction to address national initiatives and priorities.</p> <p>Few teachers have undertaken recent and relevant professional learning that leads to utilising new knowledge, skills and technologies to improve teaching and student achievement.</p>		<p>Many teachers engage in some reflective practice which informs future planning of professional learning and curricular programs.</p> <p>Teachers sometimes use research to improve classroom practice and enhance student achievement. Evidence is sometimes used to drive decision-making outcomes for students.</p> <p>Leadership gives some attention to addressing selected future national initiatives and priorities.</p> <p>Many teachers have undertaken relevant professional learning, enabling them to incorporate new knowledge, skills and technologies.</p>		<p>Almost all teachers engage in reflective practice which informs future planning of professional learning and curricular programs.</p> <p>Teachers routinely use current research to implement and evaluate best practice to enhance student achievement. Teachers rigorously assess their efforts to ensure evidence drives decision-making outcomes for students.</p> <p>Leadership at all levels gives close attention to addressing most future national initiatives and priorities.</p> <p>Almost all teachers have undertaken highly relevant professional learning, enabling them to incorporate new knowledge, skills and technologies with confidence.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Review of school data to determine possible professional learning directions for the school and the individuals. • Evidence that National priorities are being implemented. • Use of technologies to improve professional learning for teachers. 	
--------------------------	--	--

Domain	2	Learning and Teaching
Component	2.7	Professional Learning
Element	2.7.4	Sustainable

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Professional relationships are still developing and school leadership needs to prioritise a collaborative approach.</p> <p>The school has elements of a professional learning community but the principles are yet to be widely understood and developed. Mentoring is inconsistent. The school now needs to develop a cohesive, professional learning community that supports new staff by providing mentorship.</p> <p>The school does not have established review procedures for its professional learning activities. Higher priority needs to be given in this area. The school now needs to develop a process of evaluating professional learning to ensure the embedding of best practice.</p> <p>Resources are provided in an ad hoc approach to learning activities. A better process needs to be developed. The school needs to prioritise the allocation of resources more clearly to provide for effective professional learning activities.</p>		<p>Many staff professional relationships are characterised by openness, honesty, mutual trust, respect, support and care. A whole school approach to collaborative learning is encouraged but as yet practice is inconsistent.</p> <p>The school is still developing a professional learning community and has a generally satisfactory mentoring program for new staff.</p> <p>The school sometimes reviews its professional learning activities to ensure improvements in classroom practice and satisfactory outcomes for students.</p> <p>Resources such as time, money, space and communication procedures are inconsistently allocated.</p>		<p>Almost all staff professional relationships are characterised by openness, honesty, mutual trust, respect, support and care. The school has a highly developed collaborative approach to professional learning, underpinned by relational trust.</p> <p>The school has a highly developed professional learning community in which all new staff are provided with quality mentoring.</p> <p>The school consistently evaluates its professional learning activities to ensure best outcomes occur for students and the effective embedding of best practice.</p> <p>Resources such as time, money, space and communication procedures are effectively allocated and prioritised to improve learning activities.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Evidence of mentoring policies, plans and implementation. • Staff satisfaction survey. • Evidence of a positive learning community where sharing of experiences, student work, data and future planning is prioritised. • Adequate provision in the budget and other resources for whole school and individual professional learning. 	
--------------------------	--	--

Domain	3	Leading School Improvement
Component	3.1	Leading the Learning & Improvement Culture
Element	3.1.1	Pedagogic Leadership

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school demonstrates very inconsistent implementation of a pedagogic leadership structure to impact positively on teaching and learning.</p> <p>The school has attempted role definitions but these seldom demonstrate clear accountability for the quality of teaching and learning.</p> <p>As yet, there is insufficient distributive leadership to facilitate wide ownership of the improvement process.</p> <p>The school needs to identify, implement and monitor a wider range of target areas and key strategies for enhancing the quality of teaching and learning.</p> <p>There is little implementation and monitoring of improvement strategies and infrequent review of evidence for continuous improvement</p>		<p>The school demonstrates generally satisfactory implementation of a sound pedagogic leadership structure that impacts positively on some aspects of teaching and learning, although some areas of inconsistency remain</p> <p>The school, for the most part, has sound role definitions which include some accountability for the quality of teaching and learning.</p> <p>There is satisfactory distributive leadership to facilitate some wider ownership of the improvement process amongst most staff.</p> <p>The school has identified, implemented and monitored some target areas and key strategies for enhancing the quality of teaching and learning.</p> <p>The school engages in satisfactory implementation and monitoring of improvement strategies and some review of evidence for continuous improvement.</p>		<p>The school demonstrates highly effective implementation of a clear pedagogic leadership structure that consistently impacts positively on teaching and learning across the school.</p> <p>The school has comprehensive, focused role definitions that have very clear accountabilities for the quality of teaching and learning in all areas of the school.</p> <p>There is very effective distributive leadership which facilitates a high level of ownership of the school improvement process amongst almost all staff.</p> <p>The school has identified, implemented and monitored a significant number of target areas and key strategies for enhancing the quality of teaching and learning.</p> <p>The school engages in strong implementation and monitoring of improvement strategies well-focused and thorough review of evidence for continuous improvement.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Meeting minutes • Diaries • Documentation of job descriptions • Survey of teacher feedback • Formal and informal interviews of students and staff • Classroom visitations 	<ul style="list-style-type: none"> • Documented school improvement plan • Documentation of the review process (including annotations) • Leadership matrix (flow chart) • Programs of work • School schemes
--------------------------	--	---

Domain	3	Leading School Improvement
Component	3.1	Leading the Learning & Improvement Culture
Element	3.1.2	Professional Learning Community

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school demonstrates limited relational trust and needs to develop a stronger sense of professional learning culture and community.</p> <p>There is currently limited collaboration and sharing of best practice and this requires to be a higher priority.</p> <p>Professional learning is generally too uncoordinated and requires further development.</p> <p>There is as yet only limited development of an inclusive learning culture comprising all stakeholders.</p> <p>There is minimal mentoring currently in place and the school needs to develop positive and supportive mentoring programs.</p> <p>The school needs to identify and take greater account of more evidence-based, best practice within and beyond the school.</p>		<p>The school has developed a satisfactory professional learning culture and community that demonstrates some relational trust.</p> <p>Most teachers are somewhat collaborative and share best practice on some occasions but the extent of this varies between different areas of the school.</p> <p>Most, but not all stage engage in satisfactory professional learning.</p> <p>The school has a broadly inclusive learning culture in most but not all areas and community comprising most stakeholders.</p> <p>There is some evidence of generally satisfactory mentoring although the extent of this varies.</p> <p>The school identifies and uses some relevant, evidence-based best practice within and beyond the school.</p>		<p>The school has developed a very successful and cohesive professional learning culture and community that demonstrates strong relational trust.</p> <p>Almost all teachers are highly collaborative and regularly share best practice on a whole school basis.</p> <p>Almost all staff engages in rigorous and intentional professional learning.</p> <p>The school has developed a highly motivated, inclusive learning culture comprising all stakeholders</p> <p>There is strong evidence of ongoing positive and supportive mentoring.</p> <p>There is a clear emphasis on identifying and using relevant, evidence-based best practice within and beyond the school.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Meeting minutes • Diaries • Documentation of job descriptions • Survey of teacher feedback • Formal and informal interviews of students and staff • Classroom visitations 	<ul style="list-style-type: none"> • Documented school improvement plan • Documentation of the review process (including annotations) • Leadership matrix (flow chart) • Programs of work • School schemes

Domain	3	Leading School Improvement
Component	3.1	Leading the Learning & Improvement Culture
Element	3.1.3	Quality Professional Dialogue

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Professional dialogue is not yet well developed across and between key areas of the school. Its importance to the improvement process needs to be more clearly established in the school culture.</p> <p>There is minimal interaction across most KLAs and Stages.</p> <p>Structures and use of meeting times are as yet not sufficiently effective in encouraging professional dialogue. The school now needs to give this a higher priority</p> <p>The school engages in infrequent and generally ad hoc sharing and reading of articles as a stimulus for discussion and reflection.</p>		<p>Formal and informal professional dialogue is generally recognised as being critical to the improvement process although the extent of this has clear inconsistencies across the school.</p> <p>The school engages in some generally satisfactory professional dialogue that is consistent and targeted across some but not all KLAs and Stages.</p> <p>There is some evidence of satisfactory structures and efficient use of meeting times to encourage professional dialogue.</p> <p>The school sometimes engages in sharing and reading of relevant articles as a stimulus for discussion and reflection in some areas.</p>		<p>High quality professional dialogue is very well recognised as being critical to the school's successful improvement process and is comprehensively embedded both formally and informally in the school culture.</p> <p>Professional dialogue consists of highly consistent formal and informal professional learning conversations coherent, dynamic and targeted interactions across almost all KLAs and Stages.</p> <p>Highly effective structures and efficient use of meeting times across the school do much to encourage successful high quality professional dialogue.</p> <p>The school regularly and comprehensively engages in proactive sharing and reading of highly relevant articles as a stimulus for discussion and reflection.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Meeting minutes • Diaries • Documentation of job descriptions • Survey of teacher feedback • Formal and informal interviews of students and staff • Classroom visitations 	<ul style="list-style-type: none"> • Documented school improvement plan • Documentation of the review process (including annotations) • Leadership matrix (flow chart) • Programs of work • School schemes
--------------------------	--	---

Domain	3	Leading School Improvement
Component	3.1	Leading the Learning & Improvement Culture
Element	3.1.4	Evidence-based Reflection & Planning

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Student outcomes have improved to only a limited degree and the school needs to engage in a wider and more systematic process of evidence-based reflection and planning.</p> <p>There is limited development of a culture of data analysis and evidence gathering and as a result few improvement successful strategies have been identified.</p> <p>There is as yet very little use of feedback from stakeholders.</p> <p>The school is has not yet developed sufficient targeting of teaching and learning practices that are clearly linked to the data.</p> <p>There is limited consistency of practices for teaching, learning and assessment and the school needs to encourage wider collaboration</p>		<p>Student outcomes have broadly improved in some key respects, and the school engages in some evidence-based reflection and planning.</p> <p>The school is developing a sound culture of data analysis and evidence gathering which results in the identification of some useful improvements.</p> <p>There is some use of feedback from all stakeholders.</p> <p>The school engages in some targeting of teaching and learning practices broadly informed by the data on some occasions.</p> <p>The school promotes some consistent practices for teaching, learning and assessment through collaboration in some areas.</p>		<p>Student outcomes have improved significantly, and the school engages in a rigorous, highly systematic process of evidence-based, deep reflection and planning.</p> <p>The school has developed a cohesive culture of comprehensive data analysis and evidence gathering which results in a wide range of successful improvement strategies.</p> <p>There is highly effective use of feedback from all stakeholders.</p> <p>The school comprehensively engages in insightful targeting of relevant teaching and learning practices, well informed by the data.</p> <p>The school actively promotes highly consistent practices for teaching, learning and assessment through regular collaboration.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Meeting minutes • Diaries • Documentation of job descriptions • Survey of teacher feedback • Formal and informal interviews of students and staff • Classroom visitations 	<ul style="list-style-type: none"> • Documented school improvement plan • Documentation of the review process (including annotations) • Leadership matrix (flow chart) • Programs of work • School schemes
--------------------------	--	---

Domain	3	Leading School Improvement
Component	3.2	Improvement Processes & Planning
Element	3.2.1	Purposeful Processes

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school has a limited process of improvement planning and needs to develop a planning cycle focused on student learning. A significant number of staff have limited understanding of the process and their roles in it.</p> <p>The school improvement plan needs to be aligned with school mission and vision statements.</p> <p>There is limited evidence to demonstrate school improvement processes are resulting in improved student outcomes.</p> <p>The school has had limited success in school improvement initiatives. A stronger focus now needs to be given to this core aspect of its work.</p> <p>The school rarely allocates time for improvement processes within the QAS Framework.</p> <p>The school is yet to use any school improvement components, plans and planning templates, surveys, etc. available to it.</p> <p>The school is still developing alignment between school improvement and other key school processes. (For example, performance management, appraisal and recruitment).</p> <p>The school is still establishing its network with other school communities and needs to investigate models of best practice in school improvement.</p>		<p>Most staff have a sound understanding of and are engaged to some extent in a planning cycle of review and improvement that involves to some extent the broader school community, with a focus on student learning.</p> <p>The school improvement plan is partially aligned to school mission and vision statements.</p> <p>There is some evidence that the school improvement processes are leading to improved student outcomes in some areas.</p> <p>The school has been somewhat successful in involving its community in a range of well-communicated school improvement initiatives that are mostly understood by staff and stakeholders.</p> <p>The school allocates some time for improvement processes within the QAS Framework.</p> <p>The school utilises a sound range of school improvement components, plans and planning templates, surveys, etc.</p> <p>The school makes some use of other key processes that contribute to school improvement. (For example, performance management, appraisal and recruitment).</p> <p>The school has developed generally sound networks with other school communities and is broadly aware of and implements some best practice in school improvement.</p>		<p>Almost all staff have a good understanding of and are actively engaged in a sustained, transparent and systematic planning cycle of evidence-based review and improvement that successfully involves the broader school community, with a focus on optimising student learning.</p> <p>The school improvement plan is strongly aligned to school mission and vision statements.</p> <p>There is strong evidence that the school improvement processes are leading to improved student outcomes on a whole school basis.</p> <p>The school is highly successful in involving its entire community in a wide range of comprehensively communicated school improvement initiatives that are clearly understood by almost all staff and stakeholders.</p> <p>The school prioritises the effective allocation of time for improvement processes within the QAS Framework.</p> <p>The school utilises a wide range of school improvement components, plans and planning templates, surveys, etc.</p> <p>The school makes effective use of a diverse range of other key processes that contribute to school improvement. (For example, performance management, appraisal and recruitment).</p> <p>The school has developed a dynamic and diverse network with other school communities and is aware of and implements best practice in school improvement.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School improvement plan • Mission and vision statements • Planning cycle documentation • Evidence of collaborative planning • Stakeholder perception data • Student performance/learning data 	<ul style="list-style-type: none"> • State registration/Accreditation documentation • PD/PL budget and register • Performance management/Appraisal documents • Recruitment policy • Records of the QAS components
--------------------------	--	--

Domain	3	Leading School Improvement
Component	3.2	Improvement Processes & Planning
Element	3.2.2	Reliable Results

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to seek evidence from sources that will allow it to review its current performance more systematically.</p> <p>Strategies need to be developed to gain reliable information about current practice.</p> <p>The collection of data on student achievement is yet to inform teacher effectiveness and professional development.</p> <p>Community feedback is yet to be collected and used constructively in the school improvement process.</p> <p>The school needs to engage in research of school effectiveness to inform its improvement processes.</p> <p>The principle of triangulation is yet to be used to improve the reliability and validity of evidence.</p> <p>More time needs to be systematically allocated to structured review and reflection on current school performance within the QAS Framework. From this review the school will need to develop priorities for improvement.</p>		<p>The school seeks evidence from some sources that allows it to review its performance.</p> <p>Some strategies are used to provide valid information about current practice.</p> <p>Collection of data on student achievement has led to an improved focus on teacher effectiveness and professional development.</p> <p>The school seeks some community feedback and generally responds appropriately to inform the school improvement process.</p> <p>The school improvement process has implemented some relevant school effectiveness research and best practice in some areas.</p> <p>The principle of triangulation is sometimes used to ensure evidence is reliable and valid.</p> <p>Time is occasionally allocated to review and reflection on current school performance of some components within the QAS Framework. From this review the school develops some priorities for improvement.</p>		<p>The school regularly seeks evidence from a wide variety of sources that allows it to thoroughly examine its performance.</p> <p>A comprehensive and diverse range of strategies is effectively used to provide valid information about current practice.</p> <p>Teacher effectiveness and professional development has consistently improved as the school has analysed a broad collection of data on student achievement.</p> <p>The school regularly and effectively seeks community feedback from all stakeholders and takes appropriate actions to inform the school improvement process.</p> <p>The school improvement process has successfully embedded relevant school effectiveness research and best practice in many key areas.</p> <p>The principle of triangulation is consistently used to ensure evidence is reliable and valid.</p> <p>Time is regularly allocated to structured review and reflection on current school performance of all components within the QAS Framework. From this review the school develops priorities for improvement.</p>	

Possible Evidence	<ul style="list-style-type: none"> • NAPLAN and Year 12 Credentials • Current research results • Student learning reflections • Professional reading reports/minutes of meeting • Student Progress Reports • Teaching programs/evaluations 	<ul style="list-style-type: none"> • Stakeholder perception surveys • Evidence of collaborative planning • Baseline value-added data
--------------------------	--	---

Domain	3	Leading School Improvement
Component	3.2	Improvement Processes & Planning
Element	3.2.3	Reflective Analysis

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Student performance data is yet to be analysed and used to inform whole school improvement.</p> <p>A review process is yet to be established to promote teacher effectiveness.</p> <p>More student and community evaluation needs to occur in order to inform school analysis processes regarding student learning.</p> <p>The school is yet to apply analysis of evidence to address the spiritual, emotional, social, physical and cognitive needs of students.</p> <p>Little priority is currently given to the allocation of time to analyse school improvement data.</p>		<p>Student performance data is sometimes analysed to provide some direction for whole school improvement.</p> <p>The review process leads to some identification of possible innovations that could promote improved teacher effectiveness.</p> <p>Some student and community evaluation occurs and informs school analysis processes to improve student learning.</p> <p>The school applies some analysis of evidence to address the spiritual, emotional, social, physical and cognitive needs of students.</p> <p>Time is occasionally provided for some staff to undertake the analysis of school improvement data.</p>		<p>Student performance data is regularly and systematically analysed to provide direction for whole school reflection, innovation and improvement.</p> <p>The continuous review process leads to thorough research, identification and implementation of a range of innovations that promote improved teacher effectiveness.</p> <p>Student and community evaluation informs school analysis processes to improve student engagement in their learning.</p> <p>The school applies comprehensive analysis of evidence to address the spiritual, emotional, social, physical and cognitive needs of students.</p> <p>Time is regularly provided to a number of delegated teams for the effective analysis of school improvement data.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Student performance data • Tone of the school • Evaluation reports • Survey results • Stakeholder perception data 	<ul style="list-style-type: none"> • Observations • Improvements log • Teacher PD/PL register • Student evaluations

Domain	3	Leading School Improvement
Component	3.2	Improvement Processes & Planning
Element	3.2.4	Future Focus

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school is to establish improvement plans with goals that suit the community and give focus to best teaching practice and student performance.</p> <p>The school is yet to provide opportunity for reflection that is owned by its stakeholders, which would promote increased staff engagement and the development of their professional potential.</p> <p>Low priority is given to the monitoring and analysis of data to lead and facilitate change.</p>		<p>The school is establishing improvement plans with goals that suit the community and encourage best teaching practice and improve student performance.</p> <p>The school provides limited opportunities for reflective action that is owned by its stakeholders. This action leads to some initiatives designed to increase staff engagement and the development of their professional potential.</p> <p>The school occasionally monitors and analyses the some data to lead and facilitate change, reflecting the demands on and expectations of the school.</p>		<p>The school has strategic and school improvement plans with clearly stated goals that suit the community and promote best teaching practice and optimal student performance.</p> <p>The school provides many opportunities for well-focused reflective action that is incremental, realistic and owned by its stakeholders. This action leads to strategic initiatives designed to maximise staff engagement and the development of their professional potential.</p> <p>The school effectively monitors and analyses the collected data to collaboratively lead and facilitate innovation and change, reflecting the dynamic demands on and expectations of the school.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Strategic Management Plan • School Improvement Plan • Analysed data • Local demographic data and plans 	
--------------------------	---	--



Domain	3	Leading School Improvement
Component	3.3	Human Resources
Element	3.3.1	Recruitment, Selection & Retention

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school is inconsistent in implementing a recruitment process and rarely provides potential applicants with a clear mission statement, culture and vision for learning and teaching.</p> <p>The school is rarely involved in any stages of the staff selection process and needs to develop clear selection criteria that are used to determine the suitability of applicants.</p> <p>The school has inadequate strategies to promote itself and to attract and retain staff. Few staff understands their shared responsibilities for creating and developing a positive school culture to attract and retain staff.</p>		<p>The school implements a broadly satisfactory recruitment process that generally provides potential applicants with a clear mission statement, culture, and vision for learning and teaching.</p> <p>The school is generally involved in most stages of the staff selection process. Some selection criteria exist and are sometimes used to determine the suitability of the applicant.</p> <p>The school has a generally collaborative culture and implements strategies to promote itself in order to attract and retain quality staff to fulfil the school's mission. Our school has satisfactory strategies to promote itself and sometime operate to attract and retain staff. Some staff understands the challenge and shared responsibility for creating a positive school culture.</p>		<p>The school consistently implements a highly effective and transparent recruitment process that provides potential applicants with a clear mission statement, culture, and vision for learning and teaching.</p> <p>The school is actively involved in all stages of the staff selection process. Relevant selection criteria are in place that are effectively used to determine the suitability of the applicant.</p> <p>The school has a well-developed collaborative culture and implements highly effective strategies to promote itself in order to attract and retain quality staff to fulfil the school's mission. Almost all staff shares the challenge and responsibility for creating school culture and a sense of personal ownership and achievement.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Recruitment Policy and Procedures • Selection criteria and process • Job descriptions • Mission and vision statements • Results of school culture survey 	
--------------------------	--	--

Domain	3	Leading School Improvement
Component	3.3	Human Resources
Element	3.3.2	Staff Development

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school has an ineffective process to support the spiritual development of each staff member.</p> <p>The school has a limited capacity for acquiring or sharing professional knowledge and needs to focus on developing collaboration.</p> <p>The school provides minimal support for the professional development of staff and needs to focus on identify personal needs.</p> <p>The school is inconsistent in its implementation of a school improvement process.</p>		<p>The school has a process to support the spiritual development of each staff member that is viewed as generally meeting their individual needs.</p> <p>The school has some capacity for acquiring and sharing professional knowledge.</p> <p>The school generally supports the professional development of staff based on personal needs.</p> <p>The school implements a performance review process for all staff.</p>		<p>The school has an ongoing and reflective process to support the spiritual development of each staff member that is seen by them as highly effective and engaging in meeting their individual needs.</p> <p>The school has built a substantial, systematic and sustained capacity for acquiring and sharing professional knowledge.</p> <p>The school supports a comprehensive and coherent plan for the professional development of all staff based on personal needs and the school's strategic priorities for improvement.</p> <p>The school implements a documented, regular, whole school performance review process that challenges and engages all staff.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School spiritual development plan • Allocation for professional development in annual budget • Professional development plan • School strategic plan • Appraisal instrument, process and results • Performance management process 	
--------------------------	--	--

Domain	3	Leading School Improvement
Component	3.3	Human Resources
Element	3.3.3	Workplace Culture

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school is inconsistent in its demonstration of a culture of respect based on professional interactions.</p> <p>The school rarely demonstrates a supportive social and emotional environment and needs to promote an effective work-life balance for staff.</p> <p>The skills and gifts of staff are seldom identified or acknowledged.</p> <p>The school staff is rarely informed about their rights and responsibilities, conditions of employment and employer expectations.</p> <p>There is limited evidence of a positive culture and effective procedures to allow staff to identify and raise issues relating to the workplace.</p>		<p>The school generally exhibits a culture of mutual respect, professional interactions and cohesive relationships.</p> <p>The school is usually characterised by a supportive social and emotional environment. The school implements generally effective processes to promote an adequate emphasis on creating work-life balance for staff.</p> <p>The skills and gifts of most staff are generally identified and utilised although there are inconsistencies of approach and practice remaining.</p> <p>The school makes available to staff information about their rights and responsibilities, conditions of employment and employer expectations.</p> <p>The generally positive culture and effective procedures enable most staff to identify and raise issues relating to the workplace.</p>		<p>The school exhibits a highly developed culture of mutual respect, collaborative professional interactions and cohesive relationships.</p> <p>The school is characterised by a dynamic and supportive social and emotional environment. The school implements highly effective processes to promote an appropriate emphasis on creating a work-life balance for all staff.</p> <p>The skills and gifts of all staff are consistently identified, acknowledged, celebrated and utilised.</p> <p>The school has well-developed processes for comprehensively informing all staff about their rights and responsibilities, conditions of employment and employer expectations.</p> <p>The positive school culture and highly effective procedures enable all staff to identify and raise issues relating to the workplace.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Results of school culture survey • Staff wellbeing policy • Evaluation of extra-curricular activities • Allocation for staff welfare in budget • Staff handbook 	<ul style="list-style-type: none"> • Availability of relevant Enterprise Agreements/Awards • Relevant logs and procedures for action on recommendations

Domain	3	Leading School Improvement
Component	3.3	Human Resources
Element	3.3.4	Building Leadership Capacity

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school structures do not demonstrate a shared leadership model and the school needs to develop opportunities for staff to learn about and contribute to the leadership in the school.</p> <p>The school needs to give priority to nurturing future leaders and engaging in effective processes for identifying, coaching, mentoring and providing feedback on leadership development.</p> <p>There is limited induction and mentoring processes for new school leaders.</p> <p>The school needs to be more pro-active in encouraging staff to consider and develop career pathways to utilise their skills.</p>		<p>The school structures generally enable a shared leadership model and most staff engages in opportunities to learn about and contribute to the leadership in the school.</p> <p>The school gives some priority to nurturing future leaders and engages generally effective processes for identifying, coaching, mentoring and providing feedback on leadership development.</p> <p>There is a generally satisfactory induction and mentoring process for new school leaders although there is some variability and inconsistency in scope and thoroughness.</p> <p>The school is effective in encouraging staff to consider and develop career pathways to generally utilise their skills.</p>		<p>The school structures enable an authentic shared leadership model where all staff engages in a range of opportunities to learn about and contribute to the leadership in the school.</p> <p>The school gives high priority to nurturing future leaders and engages in highly effective processes for identifying, coaching, mentoring and providing regular constructive feedback clearly focused on leadership development.</p> <p>There is an ongoing and highly effective induction and mentoring process for all new school leaders.</p> <p>The school is highly effective in encouraging and assisting all staff to consider and develop a range of career pathways to utilise their skills.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Shared leadership structure model • Minutes of relevant committees • Targeted in-services for potential leaders • Appraisal process • Induction and mentoring procedures 	<ul style="list-style-type: none"> • Professional development data • Results of school culture surveys

Domain	3	Leading School Improvement
Component	3.4	Finances, Facilities & Resources
Element	3.4.1	Financial Sustainability

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school makes limited use of relevant demographic/social and economic data to inform the development of future programs. There is little or no clear planning to link finance and resources issues to other aspects of school planning.</p> <p>There is limited review and assessment of the school's current financial circumstances and prior history to assess the impact on its operations.</p> <p>The school's financial plan involves little or no consultation from key stakeholders and there is limited attention to equity in allocating limited resources.</p> <p>There is limited or no financial planning which provides for quality, well-targeted programs and resources to meet the needs of students and staff.</p> <p>Financial planning makes limited use of data and the school needs to take further steps to ensure that projected staffing levels are appropriate.</p> <p>Fees are not adequately matched to the socio-economic profile of the school community.</p> <p>The school prepares an annual budget, with limited consultation with stakeholders, which needs identify and agree the school's priorities more clearly.</p> <p>The principal and school council have no planned approach to the maintenance, increase and use of the operating reserves.</p>		<p>The school makes some use of relevant demographic/social and economic data to inform the development of quality, well-targeted future programs; some sound planning is in place to link finance and resources to the school's strategic and master plans.</p> <p>There is some review and assessment of the school's current financial circumstances and prior history to assess how this impacts on its operations.</p> <p>The school's financial plan involves some consultation from key stakeholders and reflects some attention to equity in allocating limited resources although anomalies may remain.</p> <p>Sound financial planning provides for some quality, well-targeted programs and resources to meet the needs of most students and staff.</p> <p>Generally sound financial planning makes some use of data to ensure projected staffing levels are appropriate.</p> <p>Fees are generally appropriate to the socio-economic profile of the school community.</p> <p>The school prepares a balanced annual budget, in consultation with some stakeholders, which broadly identifies most of the school's priorities.</p> <p>The principal and school council seek to maintain, increase and use any available operating reserves in appropriate ways.</p>		<p>The school makes significant use of relevant demographic/social and economic data to inform the development of high quality, well-targeted future programs; a well developed 5-year plan is in place which closely links finance and resources to the school's strategic and master plans.</p> <p>There is rigorous review and assessment of the school's current financial circumstances and prior history to assess how this impacts on its operations.</p> <p>The school's financial plan involves wide consultation from key stakeholders and clearly reflects carefully planned equity in allocating limited resources.</p> <p>Rigorous and detailed financial planning provides high quality, well-targeted programs and resources to meet the needs of almost all students and staff.</p> <p>Effective financial planning makes thorough use of data to ensure projected staffing levels are optimised.</p> <p>Fees are highly appropriate to the socio-economic profile of the school community.</p> <p>The school prepares a surplus annual budget, in consultation with all stakeholders, which very clearly identifies the school's widely agreed priorities.</p> <p>The principal and school council have a clear and agreed strategic approach to the maintenance, increase and use of the operating reserves.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Fee policy & structure • Financial statements • Funding proposals • Capital works • Department budgets • School Council Minutes 	<ul style="list-style-type: none"> • Marketing strategies • Enrolment projections • ICT budget • Outstanding debt policy & collection • Governance structures • Classroom resourcing
--------------------------	--	--

Domain	3	Leading School Improvement
Component	3.4	Finances, Facilities & Resources
Element	3.4.1	Financial Sustainability (continued)

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Financial reports are occasionally submitted to the school council meeting.</p> <p>The school meets limited appropriate financial key performance indicators(kpi), and there is no attention to benchmarking against like schools.</p> <p>The school rarely audits its internal procedures and probity, confidentiality and document controls are not assured .</p> <p>The school has a culture of acceptance of late and incomplete payment of fees.</p> <p>The school has a limited marketing strategy, which places emphasis on the provision of education.</p> <p>Relationships between the school/college and feeder institutions are inconsistent and need to be further developed.</p> <p>The school has limited success in the process of attracting and converting enquiries into enrolments.</p> <p>The school has a limited marketing program that needs to make better use of customer satisfaction data in.</p>		<p>Generally accurate financial reports are submitted on a regular basis to the school council meeting.</p> <p>The school meets most appropriate financial key performance indicators (kpi), which have been generally benchmarked against like schools.</p> <p>The school sometimes audits its internal procedures to ensure probity, confidentiality and document controls.</p> <p>The school has a culture of reasonable expectations for the timely and full payment by most fee payers.</p> <p>The school has a generally sound marketing strategy, which places some emphasis on the provision of education with some appeal to the wider community.</p> <p>Generally positive relationships exist between the school/college and feeder institutions.</p> <p>The school is somewhat effective in the process of attracting enquiries and nurturing them into enrolments.</p> <p>The school has a generally satisfactory marketing program that gathers and analyses some data relating to customer satisfaction. .</p>		<p>Highly accurate financial reports are submitted regularly and in a timely manner, prior to the school council meeting.</p> <p>The school meets or exceeds all appropriate financial key performance indicators(kpi), which have been very clearly benchmarked against like schools.</p> <p>The school regularly audits its internal procedures to ensure probity, confidentiality and document controls.</p> <p>The school has a well established culture of high expectations for the timely and full payment by almost all fee payers.</p> <p>The school has a very effective marketing strategy, which places suitable emphasis on the high quality provision of education with very broad appeal to the needs of the wider community.</p> <p>Well-established and positive relationships exist between the school/college and feeder institutions.</p> <p>The school is very effective and pro-active in the process of attracting enquiries and nurturing them into enrolments.</p> <p>The school has an active and effective marketing program that gathers and analyses comprehensive data relating to customer satisfaction, including exit surveys.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Fee policy & structure • Financial statements • Funding proposals • Capital works • Department budgets • School Council Minutes 	<ul style="list-style-type: none"> • Marketing strategies • Enrolment projections • ICT budget • Outstanding debt policy & collection • Governance structures • Classroom resourcing
--------------------------	--	--

Domain	3	Leading School Improvement
Component	3.4	Finance, Facilities & Resources
Element	3.4.2	Stewardship of Resources & Facilities

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school rarely plans, implements, and reviews technology and information systems to enable integration of creative-student centred learning with technology.</p> <p>The school has limited engagement with contemporary ICT management practices such as content filtering, firewall protection, antivirus, back up storage, ICT support staff, insurance, surge protection, encryption/ protection of digital information).</p> <p>The school has a limited ICT master-plan that is generally inadequate in the area of sustainable funding, provision, support and professional learning.</p> <p>Relevant demographic, social, and economical data, and pedagogical research is seldom used to inform future planning of new construction and refurbishment of buildings and facilities.</p> <p>A limited range of resources enable teachers to occasionally create a learning environment which engages some students in their learning.</p> <p>Staff and students generally have inequitable access to resources that are well organised, managed and maintained to an acceptable professional standard.</p> <p>The school needs to establish clearer procedures of environmental stewardship and there is considerable scope to develop its culture in these aspects of school life.</p>		<p>The school sometimes plans, implements, and reviews technology and information systems to enable some creative student-centred learning with technology.</p> <p>The school generally engages some contemporary ICT management practices such as content filtering, firewall protection, antivirus, back up storage, ICT support staff, insurance, surge protection, encryption/ protection of digital information.</p> <p>The school has an ICT master-plan that makes general provision for sustainable funding, provision, support and professional learning.</p> <p>Relevant demographic, social, and economical data, and pedagogical research is sometimes used satisfactorily to inform future planning of new construction and refurbishment of buildings and facilities.</p> <p>Generally satisfactory resources assist teachers for the most part to create a satisfactory learning environment which engages most students in their learning.</p> <p>Most staff and students have reasonable access to resources that are organised, managed and maintained to an acceptable professional standard.</p> <p>The school has a satisfactory approach to environmental stewardship although it is not yet a full part of the culture.</p>		<p>The school regularly and effectively plans, implements, and reviews technology and information systems to enable full integration of creative student-centred learning with technology.</p> <p>The school effectively engages contemporary ICT management practices including content filtering, firewall protection, antivirus, back up storage, ICT support staff, insurance, surge protection, encryption/ protection of digital information.</p> <p>The school has a comprehensive ICT master-plan providing for sustainable funding, provision, support and professional learning.</p> <p>Relevant demographic, social, and economical data, and pedagogical research is actively and consistently used to effectively inform the future planning of new construction and refurbishment of buildings and facilities.</p> <p>High quality resources enable teachers to consistently create a stimulating learning environment which engages almost all students effectively in their learning.</p> <p>Almost all staff and students have equitable access to a diverse range of resources that are well organised, managed and maintained sustainably.</p> <p>The school has a very well established and embedded culture of environmental stewardship.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Fee policy & structure • Financial statements • Funding proposals • Capital works • Department budgets • School Council Minutes 	<ul style="list-style-type: none"> • Marketing strategies • Enrolment projections • ICT budget • Outstanding debt policy & collection • Governance structures • Classroom resourcing
--------------------------	--	--

Domain	3	Leading School Improvement
Component	3.4	Finance, Facilities & Resources
Element	3.4.3	Stakeholder Relationships

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school has a limited understanding of the vital role it plays in the Seventh-day Adventist Church in Australia, and generally aligns limited financial resources with its mission.</p> <p>The school rarely collaborates with the Church organization regarding governance, policy and strategic matters.</p> <p>The school has only a limited understanding of its accountability requirements for stakeholders.</p> <p>Limited linkages exist with the school alumni and local business community, who rarely provide financial benefits.</p> <p>Relationships are yet to be established with key stakeholders that facilitate resource and facility funding or decision making.</p> <p>The school has limited approaches and procedures to ensure compliance with financial legislation and mandated requirements.</p> <p>The school rarely seeks or gains additional sources of funding for specific initiatives and projects.</p> <p>The school makes limited or no contributions to government and wider policy formulation.</p>		<p>The school has a satisfactory understanding of the vital role it plays in the Seventh-day Adventist Church in Australia, and aligns some financial resources with its mission.</p> <p>The school generally collaborates with the Church organization regarding governance, policy and strategic matters.</p> <p>The school has a broadly satisfactory understanding of its accountability requirements for most stakeholders.</p> <p>Some linkages exist with the school alumni and local business community, which provide some financial benefits.</p> <p>Some relationships exist with key stakeholders that facilitate some resource and facility funding or decision making.</p> <p>The school has a satisfactory approach to compliance procedures in regards to financial legislation and mandated requirements.</p> <p>The school sometimes seeks and gains additional sources of funding for some specific initiatives and projects.</p> <p>The school generally contributes to government and wider policy formulation.</p>		<p>The school has a strong understanding of the vital role it plays in the Seventh-day Adventist Church in Australia, and closely aligns financial resources with its mission.</p> <p>The school regularly and meaningfully collaborates with the Church organization regarding governance, policy and strategic matters.</p> <p>The school has a comprehensive and effective understanding of its accountability requirements for all stakeholders.</p> <p>Strong linkages exist with the school alumni and local business community, which provide substantial financial benefits.</p> <p>Strong relationships are consistently developed with key stakeholders that facilitate significant resource and facility funding or decision making.</p> <p>The school has a very well-developed approach to ensuring compliance and related procedures to align with all financial legislation and mandated requirements.</p> <p>The school actively seeks and is highly successful in gaining additional sources of funding for specific initiatives and projects.</p> <p>The school actively contributes to government and wider policy formulation.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Fee policy & structure • Financial statements • Funding proposals • Capital works • Department budgets • School Council Minutes 	<ul style="list-style-type: none"> • Marketing strategies • Enrolment projections • ICT budget • Outstanding debt policy & collection • Governance structures • Classroom resourcing
--------------------------	--	--

Domain	3	Leading School Improvement
Component	3.5	Compliance & Accountability
Element	3.5.1	System

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school community has a limited understanding of individual and collective responsibility to be accountable for meeting system requirements.</p> <p>The school lacks consistency in articulating and implementing compliance and accountability processes in compliance with system requirements.</p> <p>The school leadership team and school council poorly communicate system requirements and implications to the community.</p> <p>The school's accountability processes are inconsistently reviewed and updated with limited alignment to future planning in the provision of programs, allocation of resources, relationships with parents and partnerships with the wider community.</p> <p>Beyond compliance our school has a reactive approach to quality resulting in inconsistent outcomes for students.</p>		<p>The school community has a shared understanding of individual and collective responsibility to be accountable for meeting system requirements.</p> <p>The school usually articulates and implements compliance and accountability processes in compliance with system requirements.</p> <p>The school leadership team and school council effectively communicate system requirements and implications to the community.</p> <p>The school's accountability processes are regularly reviewed and updated to generally guide future planning in the provision of programs, allocation of resources, relationships with parents and partnerships with the wider community.</p> <p>Beyond compliance the school has a generally sound commitment to quality resulting in some improved outcomes for students in some areas.</p>		<p>The school community has a proactive and shared understanding of individual and collective responsibility to be accountable for meeting system requirements.</p> <p>The school comprehensively articulates and implements compliance and accountability processes in harmony with system requirements.</p> <p>The school leadership team and school council is highly effective in communicating system requirements and implications to the community.</p> <p>The school's accountability processes are systematically and regularly reviewed and updated to directly inform future planning in the provision of programs, allocation of resources, relationships with parents and partnerships with the wider community.</p> <p>Beyond compliance the school demonstrates a strong ongoing commitment to raising quality resulting in improved whole school outcomes for students.</p>	

Possible Evidence	<ul style="list-style-type: none"> • National Professional Standards for Teachers (ATSIL: 7.2, 7.4) • National Professional Standards for Principals (ATSIL: knowledge and understanding) • Minutes of School Council, Parent Association and staff meetings • School publications – handbook, enrolment package/processes • School Council formation and processes • Compliance audits and procedures 	<ul style="list-style-type: none"> • Staff appraisal & induction programs • Staff professional development programs and records • Variety of communication methods with staff and school community • Staff well informed in relation to compliance issues • WH&S issues regularly discussed • Regular training in WH&S matters
--------------------------	--	--

Domain	3	Leading School Improvement
Component	3.5	Compliance & Accountability
Element	3.5.2	Government

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school has a reactive response to compliance with all legislation and mandated requirements.</p> <p>The school lacks effective strategies to monitor, maintain and actively implement compliance with all statutory requirements with limited alignment to planning in the provision of programs, allocation of resources, relationships with parents and partnerships with the wider community.</p> <p>The school rarely participates in dialogue with relevant parties to influence the development and implementation of statutory requirements to improve student outcomes.</p>		<p>The school has a developing culture of compliance with all legislation and mandated requirements.</p> <p>The school has effective strategies to monitor, maintain and actively implement compliance with all statutory requirements to generally guide future planning in the provision of programs, allocation of resources, relationships with parents and partnerships with the wider community.</p> <p>The school participates in dialogue with relevant parties to influence the development and implementation of statutory requirements to improve student outcomes.</p>		<p>The school has a highly embedded culture of compliance with all legislation and mandated requirements.</p> <p>The school has highly effective strategies to monitor, maintain and actively implement compliance with all statutory requirements to guide future planning in the provision of programs, allocation of resources, relationships with parents and partnerships with the wider community.</p> <p>The school proactively participates in dialogue with relevant parties to influence the development and implementation of statutory requirements to improve student outcomes.</p>	

Possible Evidence	<ul style="list-style-type: none"> • National Professional Standards for Teachers (ATSIL: 7.2, 7.4) • National Professional Standards for Principals (ATSIL: knowledge and understanding) • Stakeholder perception data • Annual Reports • Data on government websites (ACARA and MySchool) 	<ul style="list-style-type: none"> • WH&S compliance processes and reports • School improvement processes and data

Domain	3	Leading School Improvement
Component	3.5	Compliance & Accountability
Element	3.5.3	Church

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school has yet to implement an effective Christian culture that respects the ethos and mission of the SDA Church.</p> <p>The school lacks effective communication structures and processes to inform local church/es and the corporate Church in relation to its mission, programs and events.</p>		<p>The school has implemented a generally satisfactory Christian culture that respects the ethos and mission of the SDA Church.</p> <p>The school has some sound communication structures and processes to inform local church/es and the corporate Church in relation to its mission, programs and events.</p>		<p>The school has an embedded and highly effective Christian culture that respects the ethos and mission of the SDA Church.</p> <p>The school has a range of highly effective communication structures and processes to inform local church/es and the corporate Church in relation to its mission, programs and events.</p>	

Possible Evidence	<ul style="list-style-type: none"> • National Professional Standards for Teachers (ATSIL: 7.2, 7.4) • National Professional Standards for Principals (ATSIL: knowledge and understanding) • Variety of communication methods with church community • Implementation of Adventist Encounter Curriculum • Links with conference, local churches and pastors • Visual displays of special character in signage, school foyers and classrooms 	
--------------------------	---	--

Domain	4	Community Partnerships
Component	4.1	Students & their Families
Element	4.1.1	Spiritual Connections

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to develop and implement a broader range of spiritual connection opportunities for students and families.</p> <p>The school needs to expand on the limited staff engagement in faith sharing and the spiritual connection opportunities offered at the school.</p> <p>Few students and families support the spiritual connection opportunities available in the school. The school needs to give higher priority to this aspect of its work.</p>		<p>The school facilitates a range of spiritual connection opportunities for students and families.</p> <p>School staff generally engaged in faith sharing and the spiritual connection opportunities offered at the school.</p> <p>Many students and families are supportive of the spiritual connection opportunities available in the school.</p>		<p>The school facilitates a comprehensive range of spiritual connection opportunities for students and families.</p> <p>School staff is actively engaged in faith sharing and maximising the impact of the spiritual connection opportunities offered at the school.</p> <p>Almost all students and families are actively supportive of the spiritual connection opportunities available in the school.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School churches • Prayer groups • Chapels & worships • Leadership events • Outreach opportunities • Faith integrated in learning opportunities 	<ul style="list-style-type: none"> • Chaplaincy • Bible studies • Week of Spiritual Emphasis • Personal testimonies • Adventist church programs tailored to operate in the school environment • Playgroup
--------------------------	---	---

Domain	4	Community Partnerships
Component	4.1	Students & their Families
Element	4.1.2	Partnerships

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to demonstrate a higher level of respect for parents' rights as the key authority in the family.</p> <p>The school has limited policies and practices that celebrate families as valued and active partners in the students' experiences of schooling.</p> <p>There are few opportunities for meaningful collaboration that engages, recognises and respects students and families.</p> <p>The school needs to nurture and evaluate further opportunities for partnerships with students and families, which in turn, have a positive impact in the school.</p> <p>The school has a limited framework for engaging and training students in leadership and needs to give more attention to providing suitable opportunities</p>		<p>The school generally demonstrates respect for parents' rights as the key authority in the family.</p> <p>The school has satisfactory policies and practices that celebrate families as valued partners in the students' experiences of schooling.</p> <p>There are some opportunities for meaningful collaboration that engages, recognises and respects students and families.</p> <p>The school generally nurtures and evaluates opportunities for partnerships with students and families, which in turn, have a positive impact in the school.</p> <p>The school has a sound framework for engaging and training students in a range of leadership opportunities.</p>		<p>The school consistently demonstrates respect for parents' rights as the key authority in the family.</p> <p>The school has clearly defined and understood policies and practices that celebrate families as valued and active partners in the students' experiences of schooling.</p> <p>There is a diverse range of well-considered opportunities for meaningful collaboration that engages, recognises and respects students and families.</p> <p>The school consistently nurtures and evaluates opportunities for partnerships with students and families, which in turn, have a positive impact in the school.</p> <p>The school has an embedded framework for engaging and training students in diverse range of leadership opportunities.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Parent & Friend Association • Fundraising activities • Volunteer opportunities including sporting events, school fairs, reading groups and learning activities, excursion, uniform shop, canteen assistance, working bees. 	
--------------------------	--	--

Domain	4	Community Partnerships
Component	4.1	Students & their Families
Element	4.1.3	Communication

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school's communications with students and families would benefit from review to ensure they are always meaningful and respectful.</p> <p>The school needs to develop stronger communication links, both formal and informal, that provide opportunities for feedback.</p> <p>The school needs to expand the range of methods available to facilitate communication between staff, families and students.</p> <p>Parent access to relevant policies and procedures is limited.</p> <p>Opportunities need to be provided for diverse cultures and language groups to communicate effectively with the school.</p>		<p>The students and families usually experience meaningful and respectful communication with the school.</p> <p>Communication, both formal and informal, is sometimes characterised by transparency, consistency and respect, and provides some opportunities for feedback.</p> <p>A moderate range of appropriate methods are provided to facilitate communication between staff, families and students.</p> <p>Relevant policies and procedures are reasonably accessible to parents.</p> <p>Diverse cultures and language groups are generally provided with opportunities to communicate effectively with the school.</p>		<p>The students and families regularly experience meaningful and respectful communication with the school.</p> <p>Communication, both formal and informal, is consistently characterised by transparency, consistency and respect and provides frequent opportunities for feedback.</p> <p>A comprehensive range of appropriate and diverse methods are provided to facilitate communication between staff, families and students.</p> <p>All relevant policies and procedures are transparent and readily accessible to parents.</p> <p>Diverse cultures and language groups are provided with a range of opportunities to communicate effectively with the school.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Newsletters & School website • Student diaries • Email, sms, phone conversations • Media advertising • Yearbook • Student handbook 	<ul style="list-style-type: none"> • Church visits • Information evenings • Reports and report nights • Interpreters • Notice boards • Surveys, forums & focus groups.
--------------------------	---	--

Domain	4	Community Partnerships
Component	4.1	Students & their Families
Element	4.1.4	Responsiveness

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to develop an environment that welcomes, recognises and respects different family cultural traditions and practices.</p> <p>The school needs to develop a procedure for responding to concerns of students and families that is efficient and appropriate.</p> <p>The school needs to look for opportunities to engage marginalised students and families.</p> <p>The school needs to develop more responsive processes for addressing constructive feedback elicited from staff, students and families.</p>		<p>There is reasonable evidence that the school welcomes, recognises and respects different family cultural traditions and practices.</p> <p>The school response to communicated concerns of students and families is mostly timely, efficient and appropriate.</p> <p>The school generally engages marginalised students and families with moderate success.</p> <p>The school has processes for responding to constructive feedback elicited from staff, students and families.</p>		<p>There is significant evidence that the school welcomes, recognises and respects different family cultural traditions and practices.</p> <p>The school response to communicated concerns of students and families is consistently timely, efficient and appropriate.</p> <p>The school actively engages marginalised students and families with significant success.</p> <p>The school has highly effective processes for responding to constructive feedback elicited from staff, students and families.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Communicated responses to such things as survey data, strategic planning, fees assistance • Processes that ensure support for families where needed • Chaplaincy and support services. 	
--------------------------	--	--

Domain	4	Community Partnerships
Component	4.2	Church
Element	4.2.1	Shared Mission & Purpose

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school and church community need to develop a stronger partnership that allows them to engage in in strategic ministry initiatives.</p> <p>The school and Conference Departments are largely operating in isolation to each other. The school needs to develop a broader range of strategic ministries in collaboration with relevant Conference departments.</p> <p>The school needs to build on collaborative initiatives that demonstrate it is part of the broader ministry of the church.</p>		<p>The school and church community are engaged in some effective strategic ministry initiatives, in partnership, that impact to some degree on the school community.</p> <p>The school collaborates in some instances with relevant Conference departments in strategic ministries that impact directly on students and their families.</p> <p>The school is demonstrating, in some instances, that it is part of the broader ministry of the church through some collaborative initiatives.</p>		<p>The school and church community are actively engaged in highly effective strategic ministry initiatives, in partnership, that impact on the school community.</p> <p>The school collaborates effectively and consistently with relevant Conference departments in strategic ministries that impact directly on students and their families.</p> <p>The school is effectively demonstrating that it is part of the broader ministry of the church through a diverse range of collaborative initiatives.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Various church departments working closely with school administration in planning ministry initiatives within or connected to our school community – eg service projects, summer camps, Camp meetings etc. • Communication and collaboration between the church administration and the school relating to ministry initiatives. 	<ul style="list-style-type: none"> • Identifiable shared strategic Ministry initiatives operating within the school that are impacting on the spiritual development of students. • Church Administration articulating to the broader Church the significant emphasis on ministry within our schools. (Flying the flag for the ministry of Adventist Education)



Domain	4	Community Partnerships
Component	4.2	Church
Element	4.2.2	Partnerships in Ministry

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Local church and school are insufficiently connected in relation to outreach ministries. There is a need to build on partnerships to implement outreach ministries in the school community.</p> <p>The school needs to incorporate a wider range of opportunities for school families to connect with the local church for faith development.</p> <p>The school rarely promotes experiences of ministry and service that inspire its students to engage in church life.</p> <p>There is limited evidence that partnership programs between church and school are valued in the school.</p>		<p>Local church and school are on some occasions partnering in outreach ministries to the school community, which provide some valuable opportunities for faith development.</p> <p>There are some strategies to ensure school families have opportunity to connect with the faith community of a local SDA church.</p> <p>The school sometimes promotes experiences of ministry and service that inspire its students to engage in church life.</p> <p>Partnership programs between church and school are valued by many students and their families.</p>		<p>Local church and school are effectively partnering in regular outreach ministries to the school community, which provide opportunities for faith development.</p> <p>There are a broad range of strategies to ensure school families have regular opportunities to connect with the faith community of a local SDA church.</p> <p>The school regularly promotes quality experiences of ministry and service that inspire its students to actively engage in church life.</p> <p>Partnership programs between church and school are highly valued and supported by a large proportion of students and their families.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Promotion of existing ministries such as Pathfinders, Adventurers, Sabbath School, Youth Rallies, service projects. Health promotion programs, parenting programs • Advertising through the school newsletter of local church events • School run church services, student involvement in programs at church 	
--------------------------	--	--



Domain	4	Community Partnerships
Component	4.2	Church
Element	4.2.3	Partnering in Faith Development

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>There is limited evidence of the school contributing to the faith development of members within the local church community.</p> <p>There is limited evidence of the school partnering with the local Church/es to contribute to student faith development.</p> <p>There is limited evidence of the school partnering with the local Church/es to contribute to school families' faith development.</p> <p>There is limited evidence of the school partnering with the local Church/es to contribute to staff faith development.</p>		<p>The school contributes to faith development of members within the local church community to some extent.</p> <p>The school partners with the local Church/es in some instances to contribute to student faith development.</p> <p>The school partners with the local Church/es in some instances to contribute to school families' faith development.</p> <p>The school partners with the local Church/es in some instances to contribute to staff faith development.</p>		<p>The school actively nurtures effective faith development of members within the local church community.</p> <p>The school partners with the local Church/es to effectively and regularly contribute to student faith development.</p> <p>The school partners with the local Church/es to effectively and regularly contribute to school families' faith development.</p> <p>The school partners with the local Church/es to effectively and regularly contribute to staff faith development.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School or students involved in church programs. Teachers or administrators preaching or contributing at the local church. • Elders and pastors engaged in staff worships and chapels. • Church pastor and elders acting as an associate chaplain and involved in bible studies. 	<ul style="list-style-type: none"> • Church programs promoted to school families. • Pathfinder and adventurer leaders, children's ministry leaders etc., given opportunity to connect and engage with the school community. • Pastors/elders team involved in school community events. • Pastors being formally connected as spiritual mentors to staff.

Domain	4	Community Partnerships
Component	4.2	Church
Element	4.2.4	Teachers and Ministers in Partnership

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Many teachers seldom identify themselves as being part of the conference ministry team.</p> <p>Many teachers have little or no involvement in a local church.</p> <p>The school needs to engage local church pastors on regularly as part of the school ministry team.</p>		<p>Many teachers identify themselves as being part of the conference ministry team, and engage in school ministry.</p> <p>Many teachers identify themselves as being part of a local church, and have some level of engagement within their local church.</p> <p>The school engages local church pastors, in some aspects of school ministry.</p>		<p>Almost all teachers strongly identify themselves as being part of the conference ministry team, and engage actively in school ministry.</p> <p>Almost all teachers strongly identify themselves as being part of a local church, and engage actively in their local church.</p> <p>The school actively, effectively and regularly engages local church pastors, as part of the school ministry team.</p>	

Possible Evidence	<ul style="list-style-type: none"> • Teachers involved in joint activities with pastors, departmental leaders or broader church initiatives. • Teachers engaged and connected with a local church community. Eg regular church attendance, taking a role in local church ministries or church office. • Pastors taking opportunity to connect and minister within the school environment. eg involvement in Bible studies, chapels, week of prayer, staff worship, school highlight events 	
--------------------------	---	--

Domain	4	Community Partnerships
Component	4.3	Wider Community
Element	4.3.1	Purpose

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>Community partnerships need to more consistently reflect Biblical values, shared vision and agreed service principles.</p> <p>The school needs to develop clearer vision and processes in fostering community partnerships and ensure that they are understood across the school and amongst its partners.</p> <p>Community partnerships sometimes benefit some students but the results are generally inconsistent and not sufficiently focused on service learning, respecting diversity and character development.</p> <p>Community partnerships rarely draw on expertise, experience and resources and need to be developed to the mutual benefit of the school and community.</p> <p>A clearer focus on positive relationships and outcomes is needed in developing the school's partnerships with the wider community in order to benefit students in the areas of service learning, respecting diversity and character development.</p>		<p>Community partnerships generally reflect Biblical values, shared vision and agreed service principles.</p> <p>The school, for the most part, fosters positive community partnerships that are well understood across the school and amongst its partners.</p> <p>Community partnerships sometimes benefit the students through focus on service learning, respecting diversity and character development.</p> <p>Community partnerships sometimes draw on the expertise, experience and resources of the school and community to the mutual benefit of both parties.</p> <p>Positive relationships and satisfactory outcomes are generally features of the some of the school's partnerships with the wider community to the benefit of students through the satisfactory promotion of service learning, respecting diversity and character development.</p>		<p>Community partnerships consistently and meaningfully reflect Biblical values, shared vision and agreed service principles.</p> <p>The school creatively and comprehensively fosters community partnerships that are well understood across the school and amongst its partners.</p> <p>Community partnerships often benefit the students through focus on service learning, respecting diversity and character development.</p> <p>Community partnerships consistently draw on a diverse range of expertise, experience and resources to the mutual benefit and development of both the school and community.</p> <p>Positive relationships and outcomes are consistently embedded in the school's partnerships with the wider community to the benefit of students through focus on service learning, respecting diversity and character development.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School policy on community partnerships • Variety of research (including research reviews, action-based research, exit surveys, current trend analysis and best practice reviews) • Quantity and quality of partnerships with wider community • School community feedback (parents, focus groups and stakeholders) • Alumni relationships • Feedback from the wider community, perception surveys, focus groups 	<ul style="list-style-type: none"> • Media (social media, newsletters, emails, newspaper, TV, radio, SMS) • Records of interschool collaboration / professional visits • Sponsorship & Fundraising policy • Membership of community groups/ service organisations • Event management plans, • After school care
--------------------------	--	---

Domain	4	Community Partnerships
Component	4.3	Wider Community
Element	4.3.2	Processes & Communication

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school community is inconsistent in implementing opportunities that develop effective community partnerships.</p> <p>The school needs to develop improved communication processes about events and programs to the wider community using a range of media and technologies.</p> <p>Community projects are planned to varying degrees and participants need to understand their roles and responsibilities more clearly. More attention should be given to consistency of practice and evaluation.</p> <p>The school needs to focus on developing relationships with local community leaders and community groups.</p> <p>The school's programs with the wider community are rarely evaluated. More attention should be given to planning and evaluating programs.</p>		<p>The school community generally implements some opportunities that develop effective community partnerships.</p> <p>The school generally communicates effectively with the wider community sound and general information about events and programs using some media and technologies.</p> <p>There is some evidence that community projects are generally well planned and evaluated, to ensure participants understand and implement their roles and responsibilities.</p> <p>The school sometimes develops effective partnerships with local community leaders and community groups.</p> <p>The school's programs with the wider community include outcomes, which are sometimes evaluated.</p>		<p>The school community regularly and proactively identifies, investigates and implements opportunities that develop targeted and effective community partnerships.</p> <p>The school communicates consistently and effectively with the wider community to inform, update and promote activities, events and programs using a range of media and technologies.</p> <p>Community projects consistently have clear and comprehensive planning, which is consistently evaluated and ensures almost all participants understand their roles and responsibilities and are successful in delivery.</p> <p>The school pro-actively develops a range of significant and highly valued partnerships with local community leaders and community groups.</p> <p>The school's programs with the wider community include clearly defined anticipated outcomes, which are regularly evaluated.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School policy on community partnerships • Variety of research (including research reviews, action-based research, exit surveys, current trend analysis and best practice reviews) • Quantity and quality of partnerships with wider community • School community feedback (parents, focus groups and stakeholders) • Alumni relationships • Feedback from the wider community, perception surveys, focus groups 	<ul style="list-style-type: none"> • Media (social media, newsletters, emails, newspaper, TV, radio, SMS) • Records of interschool collaboration / professional visits • Sponsorship & Fundraising policy • Membership of community groups/ service organisations • Event management plans, • After school care
--------------------------	--	---

Domain	4	Community Partnerships
Component	4.3	Wider Community
Element	4.3.3	Evaluation

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school rarely reviews or evaluates community programs.</p> <p>The school needs to engage in reviewing and evaluating partnership programs and their impact on student learning and wellbeing.</p> <p>The school's wider partnerships have outcomes that are undervalued by participants.</p> <p>Partnerships are rarely acknowledged and the benefits are only sometimes communicated to the school community.</p>		<p>The school sometimes reviews and evaluates programs using some data collection methods for future improvements in programs and student outcomes.</p> <p>The school is effective in reviewing and evaluating some partnership programs and their impact on student learning and wellbeing.</p> <p>The school's wider partnerships have outcomes that are generally valued by participants.</p> <p>Partnerships are sometimes acknowledged and some evaluated benefits are communicated to the school community.</p>		<p>The school consistently reviews and evaluates programs using a diverse range of data collection methods, for future improvements in programs and student outcomes.</p> <p>The school is highly effective in reviewing and evaluating partnership programs and their impact on student learning and wellbeing.</p> <p>The school's wider partnerships have outcomes that are highly valued by all participants.</p> <p>Partnerships are consistently acknowledged and the evaluated benefits are communicated through a wide range of channels to the school community.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School policy on community partnerships • Variety of research (including research reviews, action-based research, exit surveys, current trend analysis and best practice reviews) • Quantity and quality of partnerships with wider community • School community feedback (parents, focus groups and stakeholders) • Alumni relationships • Feedback from the wider community, perception surveys, focus groups 	<ul style="list-style-type: none"> • Media (social media, newsletters, emails, newspaper, TV, radio, SMS) • Records of interschool collaboration / professional visits • Sponsorship & Fundraising policy • Membership of community groups/ service organisations • Event management plans, • After school care
--------------------------	--	---

Domain	4	Community Partnerships
Component	4.4	Professional Partnerships
Element	4.4.1	Purpose

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school's policy on Professional Partnerships is rarely integrated and understood by staff, school community and partners.</p> <p>Professional partnerships demonstrate little alignment with the school's vision, mission and Biblical values, and need to be developed in order to provide opportunities for Spiritual growth and development.</p> <p>The school needs to develop opportunities for staff to collaborate and engage in professional dialogue for the purpose of developing a clearer culture of school improvement.</p> <p>The school needs to foster professional partnerships to provide quality systems and resources, to benefit student learning, the wider school community and partners. Mutual benefits need to become fundamental to the development the school's professional partnerships.</p>		<p>The school's policy on professional partnerships is generally integrated and understood by most staff, school community and partners.</p> <p>Professional partnerships are broadly aligned with the school's vision and mission, and display some Biblical values, such as truth, sincerity & integrity, and are beginning provide some opportunities for Spiritual growth and development.</p> <p>Most school personnel generally collaborate and engage in some professional dialogue in order to develop a broadly satisfactory culture of school improvement.</p> <p>The school has some sound professional partnerships (both within the school community and/or with external partners), providing systems and resources that are developed to a variable degree, to benefit student learning, the wider school community and partners. These mutual benefits need to become more fundamental to the school's quality professional partnerships.</p>		<p>The school's policy on professional partnerships is well integrated and comprehensively understood by all staff, school community and partners.</p> <p>Professional partnerships align with the school's vision and mission is underpinned by Biblical values, such as truth, sincerity & integrity, and creates opportunities for Spiritual growth and faith development.</p> <p>School personnel frequently collaborate and engage in highly effective professional dialogue to develop a strong culture of school improvement.</p> <p>The school promotes very effective professional partnerships (with both the school community and external partners), consistently providing quality systems and resources that are well developed, to richly benefit student learning, the wider school community and partners. These mutual benefits are fundamental to the school's quality professional partnerships.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School policy on professional partnerships • Staff professional development policy • Professional development opportunities • Adventist Schools Australia initiative implementation • Quantity of partnerships (educational, governmental, business & local, national and international associations) • School community feedback such as parents and stakeholders 	<ul style="list-style-type: none"> • Partnership evaluations • Alumni relationships • Minutes of formal meetings (staff, departmental, cross curricula, board) • Feedback from other learning communities, • Partnership requests (internal and external) • Records of interschool collaboration / professional visits
--------------------------	---	--

Domain	4	Community Partnerships
Component	4.4	Professional Partnerships
Element	4.4.2	Process

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to identify, investigate, prioritise and implement partnerships which will benefit students and the school community.</p> <p>Partnerships need better defined organisational structures to ensure participants understand and accept their roles and responsibilities.</p> <p>Partnerships need to develop practices that demonstrate greater financial and ethical transparency.</p> <p>Partnership rationale, projects and activities need to be monitored and reviewed more effectively.</p> <p>School leadership and staff need to engage in further formal and informal professional dialogue.</p>		<p>The school community generally identifies, investigates, prioritises and implements partnerships which benefit students and the school community.</p> <p>Partnerships generally have clear organisational structures which ensure most participants understand and accept their roles and responsibilities.</p> <p>Partnerships are generally financially and ethically transparent, utilising sound management practices.</p> <p>Partnership rationale, projects and activities are usually monitored effectively and sometimes reviewed using qualitative and/or quantitative processes.</p> <p>School leadership and staff generally engage in formal and informal professional dialogue, such as peer collaboration, meetings, school visitations and professional development.</p>		<p>The school community regularly and proactively identifies, investigates, prioritises and implements partnerships which consistently benefit students and the school community.</p> <p>Partnerships always have clear organisational structures which rigorously ensure all participants understand, accept and are accountable for their roles and responsibilities.</p> <p>Partnerships are always financially and ethically transparent, utilising best management practices.</p> <p>Partnership rationale, projects and activities are always effectively monitored and reviewed using qualitative and quantitative processes.</p> <p>School leadership and staff proactively engage in formal and informal professional dialogue, such as peer collaboration, meetings, school visitations and professional development.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School policy on professional partnerships • Staff professional development policy • Professional development opportunities • Adventist Schools Australia initiative implementation • Quantity of partnerships (educational, governmental, business & local, national and international associations) • School community feedback such as parents and stakeholders 	<ul style="list-style-type: none"> • Partnership evaluations • Alumni relationships • Minutes of formal meetings (staff, departmental, cross curricula, board) • Feedback from other learning communities, • Partnership requests (internal and external) • Records of interschool collaboration / professional visits
--------------------------	---	--

Domain	4	Community Partnerships
Component	4.4	Professional Partnerships
Element	4.4.3	Outcomes

1	Rating 2	3	Rating 4	5	Rating 6	7
	<p>The school needs to develop a broader range of innovative partnerships that will bring benefits for the school community.</p> <p>The school has limited partnerships and needs to seek and plan opportunities for mentoring for the benefit of student learning and engagement.</p> <p>Limited partnerships are restricting benefits and the school needs to seek partnerships that involve collaboration, reflective practice, and improvement processes.</p> <p>Individuals in partnerships rarely provide evidence indicating that the partnership is valued, communicated or celebrated.</p> <p>The school provides limited evidence that partnerships have provided opportunities for authentic Christian faith development in the context of the mission of the SDA church.</p>		<p>The school is recognised as having a range of partnerships, creating learning opportunities for its students and benefits for the school community.</p> <p>Staff involved in the partnerships generally participate as sound mentors and facilitators in the school and, to a lesser degree, the wider community, by sharing wisdom, experience and knowledge for the benefit of student learning and engagement.</p> <p>The school community and partners have generally benefited from the partnership and for the most part, are involved in collaboration, reflective practice, and improvement processes.</p> <p>Many, but not all individuals who have been involved in specific partnerships can provide evidence indicating that the partnership is valued. Partnerships are generally acknowledged and the benefits are usually articulated to the school community and celebrated.</p> <p>The school communicates some evidence that partnerships have provided some quality opportunities for authentic Christian faith development in the context of the mission of the SDA church.</p>		<p>The school is recognised as a leader in innovative partnerships, creating learning opportunities for its students and benefits for the school community.</p> <p>Staff involved in partnerships consistently participate as highly effective mentors and facilitators in the school and wider community, by regularly sharing wisdom, experience and knowledge for the benefit of student learning and engagement.</p> <p>The school community and partners have significantly benefited from the partnership and are involved in continuous collaboration, reflective practice, and improvement processes.</p> <p>Almost all individuals who have been involved in specific partnerships provide extensive and valid evidence indicating that the partnership is highly valued. Partnerships are consistently acknowledged and the benefits are articulated to the school community and regularly celebrated.</p> <p>The school communicates consistent evidence that partnerships have provided high quality opportunities for authentic Christian faith development in the context of the mission of the SDA church.</p>	

Possible Evidence	<ul style="list-style-type: none"> • School policy on professional partnerships • Staff professional development policy • Professional development opportunities • Adventist Schools Australia initiative implementation • Quantity of partnerships (educational, governmental, business & local, national and international associations) • School community feedback such as parents and stakeholders 	<ul style="list-style-type: none"> • Partnership evaluations • Alumni relationships • Minutes of formal meetings (staff, departmental, cross curricula, board) • Feedback from other learning communities, • Partnership requests (internal and external) • Records of interschool collaboration / professional visits
--------------------------	---	--

Resources & Templates

This section contains a set of resources and templates to assist you with your planning, organisation and training of the QASF. Use them or adapt them to suit your needs and context.

Resources

- QAS Framework Summary
- Understanding the Rating Scale

Templates

- 5-Year Component Review Plan
- Annual Component Review Plan
- Component Review & Self-Assessment Tool

Our Aim:

To build a framework for schools to self-evaluate that builds a culture of improvement and excellence to ensure our schools are quality, sustainable schools.

The QAS Process provides:

- Evidence based recommendations to inform the annual school improvement plan
- A framework for school organisation, management and improvement
- A tool for identifying, observing and sharing of best practice
- Opportunities for celebration of progress and achievement
- A tool for creating sustained professional dialogue
- A tool for identifying a school’s resourcing needs
- Evidence of meeting legislative requirements
- A focus on improving student outcomes
- Empowerment for school leadership

Quality Adventist Schools																			
Special Character	Vision, Mission & Values	Sharing Faith	Pastoral Care	Rationale for Teaching	Student Learning & Engagement	Teaching Practices	Curriculum	Assessment & Reporting	Student Achievement	Professional Learning	Leading the Learning & Improvement Culture	Improvement Processes & Planning	Human Resources	Finances, Facilities & Resources	Compliance & Accountability	Students & their Families	Church	Wider Community	Professional Partnerships
Adventist Identity				Learning and Teaching						Leading School Improvement				Community Partnerships					

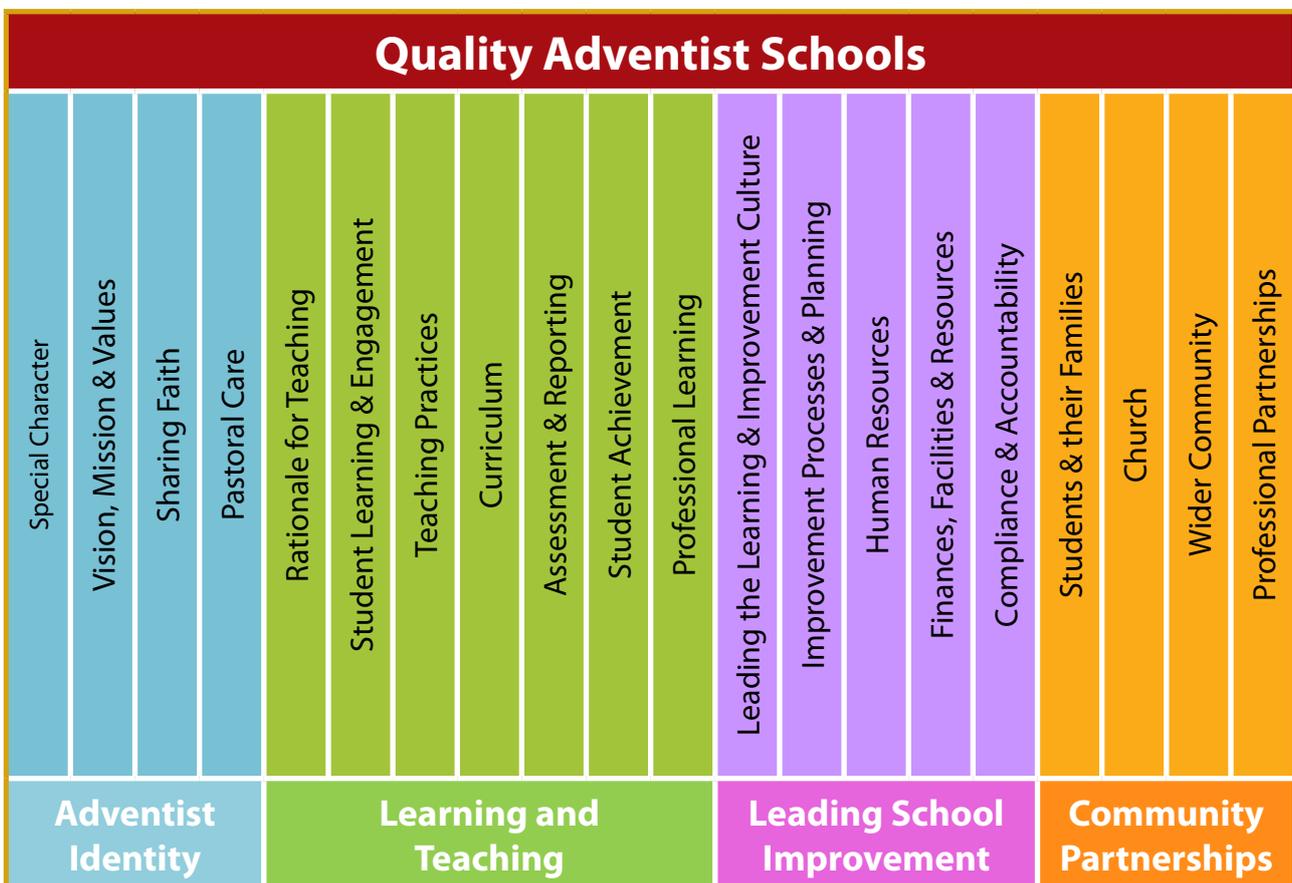
Understanding the Rating Scale

Rating 7	Outstanding	Major Strengths across all areas of the Component
Rating 6	Excellent	Many strengths in all areas of the Component
Rating 5	Very Good	Strengths outweigh weaknesses in many areas of the Component
Rating 4	Sound	Some positive trends in some areas of the Component
Rating 3	Fair	More weaknesses than strengths across most areas of the Component
Rating 2	Many Weaknesses	Many weaknesses across most areas of the Component
Rating 1	Needs urgent development	Major weaknesses across most aspects of the Component

Ratings are simply evidence-informed ‘on balance judgements’ of a school’s place on any particular Component. Schools are therefore encouraged not to get too caught up in trying to tie a rating down with complete precision. Schools are highly diverse and complex organisations and achieving that level of precision is likely to waste valuable time and collaborative energy. Nevertheless, the process of coming to a reasonable consensus on a rating level will be a valuable one. A journey can only be well planned from an accurate starting point and this is what the ratings set out to establish. The expectation at the core of the framework is that all schools demonstrate a commitment to continuous improvement.

If this is to be a genuine self-assessment instrument, schools must be given the trust to look honestly at ‘How are we going?’ and be given the support to improve where necessary.

It should be noted that the process of the QASF is not the important factor. Going through the process of reviewing all the Components is only a means to an end. It is not the intention for schools to simply get good at doing ‘Component Reviews’. The most important outcome is to see a change in school culture to become truly professional learning communities. At the end of the day, it does not really matter what the rating is. However, the journey in establishing the rating and then the journey to improvement is the meaningful and exciting dimension to the QASF.





5-Year Component Review Plan

Map the review schedule of the 20 Components over 5 years

Domain	Component	Year	2____	2____	2____	2____	2____
Adventist Identity	1.1 Special Character						
	1.2 Vision, Mission & Values						
	1.3 Sharing Faith						
	1.4 Pastoral Care						
Learning and Teaching	2.1 Rationale for Learning						
	2.2 Student Learning & Engagement						
	2.3 Teaching Practices						
	2.4 Curriculum						
	2.5 Assessment & Reporting						
	2.6 Student Achievement						
	2.7 Professional Learning						
Leading School Improvement	3.1 Leading the Learning & Improvement Culture						
	3.2 Improvement Processes & Planning						
	3.3 Human Resources						
	3.4 Finances, Facilities & Resources						
	3.5 Compliance & Accountability						
Community Partnerships	4.1 Students & their Families						
	4.2 Church						
	4.3 Wider Community						
	4.4 Professional Partnerships						

Annual Component Review Plan

Map the timeline of when you will conduct your selected Component Reviews in this given year

Component	Week	Term 1										Term 2										Term 3										Term 4																																						
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10																													

Tips for Planning the Process

- Plan which Components should be done first
- What are the existing priorities
- Some Components will be reviewed in more detail than others – so spread them out across the years & Domains
- Some Components are closely linked because they use the same evidence – it may be possible to do them at the same time
- Involve your conference education director – to make out the 5 year plan & annual plan of review
- Maybe consider what other schools are reviewing - so support each other, collaborate & focus on Components together

Component Review Process

- Decide the process for review (eg setting up review groups – whole staff, small review group, parent/student/community involvement)
- Consider doing Components in parallel with another one. Don't do them in sequence/one at a time
- Review Group looks at Evidence related to Component
- Rating agreed through discussion & consensus – Review team arrives at Provisional rating. Discussion with Principal and/or staff to finalise rating.
- Decide if further improvement required. You may decide to give this Component priority for improvement. Some may not require an improvement plan.
- The schools rating is validated.
- Once rating is validated it is placed on the schools private QAS Portal. A record of the schools reviews will be kept on the QAS Portal
- Brief the school community of the findings & plan

Component Review & Self-Assessment Tool

School	Component		Date	
Strengths Identified	Evidence Gathered	Recommendations for Improvement	Rating	
			Provisional	Validated
			<p>Action to be taken</p> <p>No action required <input type="checkbox"/></p> <p>High Priority <input type="checkbox"/></p> <p>Low Priority <input type="checkbox"/></p>	

Discussion Notes / Strategies for Implementation into School Improvement Plan

Group Leader

Team Members



Principal

Date

Validated by

Date

Appendix 1: Acknowledgements

QAS Reference Group

We acknowledge the following people for their contribution to the Quality Adventist Schools Reference Group:

Daryl Murdoch	National Director – Adventist Schools Australia
Lyndon Chapman	Associate National Director – Adventist Schools Australia
Jacques Calais	Quality Schools Project Officer - Adventist Schools Australia
Brian Mercer	Education Director - Victorian Conference
Tony Kent	Education Director - South Queensland Conference
Jean Carter	Education Director – Greater Sydney Conference
Glen King	Education Director – North NSW Conference
Carel Neuhoff	Education Director – South Australian Conference
David Faull	Principal Avondale School – NNSW Conference
Janine Taylor	Principal Carmel Adventist College Primary – Western Australian Conference
Leanne Lesic	Assistant Principal Kempsey Adventist School – North NSW Conference
Raelene Delvin	Head of Primary Gilson College- Victorian Conference
Tim Borgas	Deputy Principal Prescott Primary Northern – South Australian Conference
Ian Gamble	Mentor/Guide - School Improvement Consultant

Writing Teams

83 individuals contributed to the writing of the twenty Components. We thank the following people for their passion and insights into Adventist Education. Over the course of four 2-day Writing Workshops, they set the benchmarks for quality Adventist Education.

Adelle Faull	Daniel Taylor	Julie-Anne Heise	Peter Charleson
Barry Hill	Danyel Efstratiou	Jun Vasquez	Peter Lindsay
Belinda Irving	Daryl Murdoch	Karen Zeuschner	Peter Wrangmore
Benton Craig	Deb Cooper	Karyn Stanton	Rachelle Chapman
Betty Lakovic	Dianne Hillsdon	Linda Brown	Raelene Delvin
Bev Christian	Faye Saville	Lyndon Chapman	Ralph Luchow
Brenton Luchow	Georgie Winzenried	Malcolm Coulson	Rozie Kadareanu
Brian Mercer	Graham Baird	Margaret Fox	Sandra England
Bronwyn Cherry	Hayley Ferris	Mark Borresen	Scott Jacob
Bronwyn Cowled	Helen Lindsay	Mark Hansen	Shane Blake
Bronwyn Goodwin	Jacqui Goding	Mark Vodell	Shelley Matthews
Bronwyn Tually	Janine Taylor	Maryanne Till	Steve Littlewood
Brooke Twine	Jason Borody	Matthew Moore	Sue Johnson
Bruce Youlden	Jean Carter	Megan Sketchley	Susan Matthews
Carel Neuhoff	Jenna Rochford	Melinda Buckley	Tania Calais
Cherie Ashby	Jenny Kavur	Michelle Meyles	Tanya Hort
Clinton Bond	Jessica Foster	Murray Chapman	Tim Borgas
Clinton Max	Jo Judd	Nathan Hill	Tony Kent
Colin Gallagher	Joel Ackland	Nick Thomson	Walter Fabello
Craig Mattner	John Lewis	Nigel Lynn	Wayne Pepper
Daniel Gorry	Julie Stefani	Paul de Ville	

We also acknowledge the ASA Special Character Working Party with contribution by Dr Don Roy for their development of 'The Adventist School - A Community of Faith and Learning'.

Editing Contributions

Brooke Twine
Debra Cooper
Ian Gamble
Jacques Calais
Georgie Winzenreid
Daryl Murdoch
Lyndon Chapman
Bronwyn Rowe
Sandra England

Special Thanks

Ian Gamble - Special thanks goes to Mr Ian Gamble. It has been a real blessing to have had this man guide Adventist Education through the journey of writing the QAS framework. Ian is a world leading expert in school improvement, yet he did not come in telling us what to do. He has gently lead us down the pathway, sharing his wisdom and insights just at the right moments. He has mentored our Project Officer Jacques Calais with kindness and patience and plenty of laughs. Thank you Ian for your significant contribution to Adventist Education.

Brooke Twine and Debra Cooper - Special thanks to two dedicated teachers who took all twenty components in their raw state from the various writing teams and edited them all. They gave of their time and talent to ensure all twenty Components had a similar language and readability. Thank you so much Brooke and Debra, your professionalism and expertise is very much appreciated.



QAS Writing Team - Avondale School - Oct 15&16 2012



QAS Writing Team - Brisbane Adventist College - Aug 23&24 2012

Appendix 2 : References

Quality Catholic Schooling – School Review and Improvement Framework
(Catholic Education Office - Western Australia)

A Framework for School Review and Improvement – in Catholic Systemic Schools Diocese of Wollongong
(Catholic Education Office – Diocese of Wollongong) - August 2012

How Effective is our Catholic School? – Indicators of Effectiveness for Catholic Schools
(Catholic Education Office – Sydney)

School Improvement Framework
(Catholic Education Office – Diocese of Bathurst)

School Improvement Framework – Better schools...better futures
Raising quality and achieving excellence in ACT public schools.
Australian Capital Territory, Canberra – 2009
www.det.act.gov.au

Melbourne Declaration on Educational Goals for Young Australians
(Ministerial Council on Education, Employment, Training and Youth Affairs)– December 2008

How can we Raise the Quality of School Education so that Every Student Benefits?
The Business Council of Australia – 2008

National Professional Standard for Principals
Australian Institute for Teaching and School Leadership (AITSL) – July 2011

National Professional Standards for Teachers
Australian Institute for Teaching and School Leadership (AITSL)– February 2011

The School Excellence Model
Ministry of Education Singapore



Appendix 3: The Development of QAS Project

Preamble

The education marketplace in Australia is very competitive. Both government and independent education providers are competing for their share of enrolments to ensure the viability of their education programs. The challenges associated with attracting enrolments are further heightened by a highly consumerist mentality by parents. Both Adventist and community families weigh up a range of factors prior to committing to a school. Such factors include: pastoral care and safety; spiritual tone and values; facilities and environment; clientele; and academic orientation.

A key component of Adventist Schools Australia's vision statement for the quinquennium is to assist in the provision of quality and sustainable education services in our schools. ASA perception survey data consistently reveals that parents, students and staff consider that Adventist education is providing a quality service to communities. However, there is always room for improvement. To this end ASA and school company directors of education have been investigating strategies to enhance the quality of education provision in ASA schools now and in the future.

In August 2011, the National Board of Education endorsed the development of a Quality Adventist Schools Framework (QASF) and the appointment of a Quality Adventist Schools Project Officer on a 0.5 basis for a two year period. The QASF is being collaboratively developed to provide school leaders and teachers with a set of tools to effectively self-assess their schools performance across a range of key school improvement criteria.

To guide the development of the QASF a Reference Group has been established. The goals of the QASF Reference Group are:

- Provide strategic direction for the development of the QASF.
- Ensure appropriate time frames for the development of the QASF.
- Guide the development of the framework and content of the QASF.

Endorsed Action of the National Board of Education

1. To support the recommendation of the National Curriculum Committee to proceed with the development of a Quality Adventist Schools Framework for use in all system schools.
2. To approve the appointment of a Quality Adventist Schools Project Officer for a contracted period of two years (2012 and 2013) on a half time basis to manage the development of a Quality Adventist Schools Framework for use in all system schools.
3. Further, that funding for the employment of the Quality Adventist Schools project officer and costs associated with the development of the Quality Adventist Schools Framework be from the AUC Education Advancement Fund.
4. Further, that approval be granted in a timely manner to enable the appointment of a suitable QASF project officer for 2012 and 2013.

QAS Reference Group

Terms of Reference

- Provide strategic direction and support to the QAS project officer in the development of a school improvement resource for Adventist schools
- Develop and guide consultation processes for the QAS project
- Develop and monitor QASF development timelines
- Monitor and approve the development and content of the QASF
- Guide processes associated with trialling and implementation of the QASF
- Maintain regular communication and reporting strategies with all key stakeholders
- Provide regular reports to the National Board of Education in relation to QAS project progress

Timeline of the QAS Development

Feb-June 2012 Reference group design basic framework

Established the basic framework comprising four domains and twenty components

Aug-Oct 2012 Four Writing Workshops

Conducted with 83 people representing every school company in Australia. This extensive consultative and developmental process brought together the best educators in our system to write the specific outcomes of each component. The four writing workshops were very successful. Ian Gamble, our leading expert consultant reported the standard of work and the professionalism of the writing teams had been amongst the best he had seen. The participants were fully engaged in quality professional discussions. It is these professional discussions on all key aspects of school's work that we want to replicate in each of our schools as we roll out the QAS project. The QAS Framework is simply a tool to provide structure for these conversations to happen in your school. There was genuine excitement by the writing groups when they understood that the QAS Framework was not another lot of administrative paperwork, but a tool to assist leaders and teachers to take ownership of their schools and provide a structured framework to address key components that should be in every school. It provides a route to having meaningful, professional discussions about where your school is at with regard to these key components and set a plan to improve them if necessary. All the evidence of school improvement research internationally is that these key professional discussions develop shared commitment and understanding and drive school improvement at local levels.

October 2012 Phase 1 Training

A series of two - 2-day training workshops were held at Avondale School and Gilson College with representation from the following schools:

- Avondale School
- Border Christian College
- Carmel Adventist College - Primary
- Carmel Adventist College – Secondary
- Edinburgh Adventist Primary School
- Gilson College
- Heritage College
- Hills Adventist College
- Macquarie College
- Mountain View Adventist College
- Prescott Primary Northern
- Riverside Adventist Christian School

Two to four representatives from these schools were trained in their understanding of what the QAS project is all about, the benefits, and how it could be implemented into the school. These schools were 'early adopters' of the framework. They accepted the challenge to trial a component, giving valuable feedback to the process and assisting in training the other schools.

March 2013 Phase 2 Training

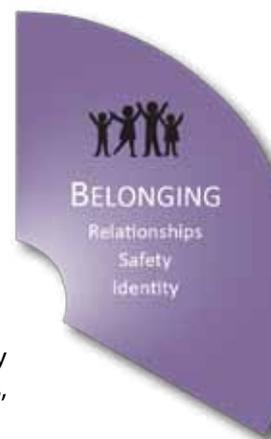
A series of four 2-day training workshops were held in Central Coast Adventist School (NSW), Brisbane Adventist College (Qld), Nunawading Christian College (Vic) and Riverside Community School (WA). Every other Adventist school in Australia had representation at one of these Phase 2 training workshops. The personnel were trained in their understanding of the QAS project, the benefits, and how it could be implemented into their schools. Throughout all the training it was emphasised that it was up to each school to consider and use the QAS toolkit in ways which best suited local circumstances. This local flexibility is key to future success - 'one size does not fit all'.

May 2013 Official Launch

The QAS Project was officially launched on May 19-21 at the Educational Leadership Conference on the Central Coast NSW.

Appendix 4: The Adventist School - A Community of Faith & Learning

BELONGING



1.1 ADVENTIST SCHOOLS PROMOTE BELONGING TO GOD'S FAMILY AND FOSTER ADVENTIST IDENTITY

BELONGING is a basic human need. As such, it is an essential element in the life of every individual. Adventist schools act as places of belonging for students, parents, caregivers, family and staff.

Adventist schools foster a sense of belonging to **the family of God** and foster Adventist Identity through building accepting and inclusive relationships. In Adventist schools, people embrace biblical principles. They love, accept, honour, encourage, serve and support one another.

This is evident in how they provide:

- Christian-based student welfare policies
- education, training and support for school staff, students and parents in building safe relationships
- open communication with parents and caregivers
- structures to manage allegations of abuse and/or victimisation fairly and sensitively
- chaplains to support staff, students and their families
- a Christian peer group for students
- a sense of belonging through active, trusting relationships between all members of the school community.

1.2 ADVENTIST SCHOOLS PROVIDE SAFE AND ATTRACTIVE LEARNING AND TEACHING ENVIRONMENTS

Adventist schools foster a sense of belonging to a **safe and attractive learning community**, where individuals are empowered to do their best. Adventist schools believe that individuals work and learn best in environments where there is an arena of safety.

This is evident in how they provide:

- student centred learning that promotes a sense of autonomy
- a learning climate where it is safe to make mistakes
- inclusive curriculum where social, cultural and economic diversity are acknowledged and celebrated
- for a variety of learning styles and abilities
- opportunities for parent participation in learning and other events
- school programs that support families
- purposefully constructed learning activities to enhance a sense of belonging.

Adventist schools also provide learning and play spaces that are attractive and safe. They take pride in maintaining buildings, classrooms and grounds to a high standard.

1.3. ADVENTIST SCHOOLS HELP BUILD INDIVIDUAL AND COMMUNITY IDENTITY BASED ON BIBLICAL PRINCIPLES

Adventist schools foster **individual and community identity** based on biblical principles through participation in whole school, class-based and small group activities. Adventist schools help build positive self-image, resilience and a secure sense of identity in all school members. Strong partnerships with local Seventh-day Adventist church communities allow families to worship together and find support in both the school and church context.

BELIEVING



2.1 ADVENTIST SCHOOLS TEACH THE GOSPEL FROM A SEVENTH-DAY ADVENTIST CHRISTIAN WORLDVIEW

BELIEVING is a personal and intellectual choice that provides a starting point for action. Belief cannot be forced. In recognition of this, Adventist schools provide an environment where individuals can test and develop their beliefs about God, learning and community involvement.

Adventist schools encourage belief in [Jesus Christ as Redeemer and Lord](#) by fostering an atmosphere of grace in all school activities. Adventist schools teach the gospel from a Seventh-day Adventist Christian worldview.

This is achieved through:

- the example of godly teachers
- participation in worship and chapels
- integration of faith and values into the curriculum
- teaching Biblical Studies with an emphasis on building a relationship with Jesus Christ. The ENCOUNTER Adventist curriculum is used to teach Biblical Studies, which is a core learning area in Adventist schools.

2.2 ADVENTIST SCHOOLS FOLLOW AN EDUCATIONALLY SOUND CURRICULUM THAT INTEGRATES CHRISTIAN FAITH WITH LEARNING AND PROMOTES A HEALTHY LIFESTYLE

Adventist schools encourage belief in [the importance of learning and making positive lifestyle choices](#) by providing excellent learning resources and nurturing a healthy, balanced lifestyle. Adventist schools follow an educationally sound curriculum that integrates Christian faith with learning.

Adventist schools demonstrate the importance of learning by:

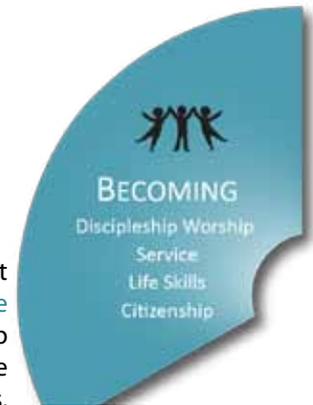
- staffing schools with committed, qualified teachers who engage their students;
- making use of technology to assist learning;
- offering well designed teaching programs; and
- modelling life-long learning to students.

Seventh-day Adventists have long believed in a body/mind/spirit connection. As a result of this belief, they are leaders in promoting a healthy lifestyle. This emphasis stems from a belief in the sanctity of life and acceptance that a person's worldview impacts on how they live their life. Adventist schools foster a belief in the importance of positive lifestyle choices for achieving potential as learners and living happy and successful lives.

2.3 ADVENTIST SCHOOLS PROMOTE COLLABORATION IN LEARNING

Adventist schools encourage belief in [the value of interdependence and collaboration in building harmonious communities](#). We live in a highly competitive world, yet at the same time, employers are calling out for team players who can work collaboratively. Schools are communities with high levels of interdependency between the members. In keeping with their philosophy, Adventist schools maintain a balance between competition and collaboration and seek ways to help individuals build strong and mutually beneficial partnerships within and outside of the school community.

BECOMING



3.1 ADVENTIST SCHOOLS ENCOURAGE STUDENTS TO BECOME ACTIVE IN DISCIPLESHIP, WORSHIP AND SERVICE

BECOMING recognises that all individuals grow and develop throughout life. Adventist schools challenge individuals to become **active in discipleship, worship and service for God**. Adventist education desires that students and staff experience discipleship that is life-changing, worship that is authentic, inclusive and energising; and service projects that provide opportunities for individuals to express their faith in practical ways. Individuals in Adventist schools are challenged to become disciples of Jesus Christ through: catching a vision of God, discovering the gospel, accepting Jesus as Lord and living in the presence of God daily.

Adventist Education challenges individuals to be active in worship of God, both in organized school worship events and in how they live their lives in their homes, school and community.

Service to others is an important component of learning to live in the presence of God. Adventist schools encourage service to others through classroom and whole school projects where students use their time and talents for the benefit of their peers and their community.

3.2 ADVENTIST SCHOOLS TEACH 21ST CENTURY SKILLS AND CHRISTIAN VALUES IN THEIR LEARNING AND TEACHING PROGRAMS

Adventist schools also help individuals to develop important 21st Century **life skills and Christian values**. Life skills that are needed for 21st Century learning include creativity, critical thinking and problem solving, adaptability, initiative, and effective oral and written communication. Values for Adventist schools reflect a loving God, and are taken from 1 Corinthians 13. These values are motivated by the over arching value of love and are evident in acts of service.



3.3 ADVENTIST SCHOOLS DEVELOP INFORMED, RESPONSIBLE AND COMPASSIONATE CITIZENS

Adventist schools challenge individuals to become **informed, responsible and compassionate citizens**. As such, they call for students and staff to search out information, use critical thinking to make fair and logical assumptions, care for the environment, perform one's civic duty with pride and exhibit a strong sense of social justice. Adventist schools adopt a redemptive approach to discipline that nurtures the development of self-government.



Adventist Schools Australia

Australian Union Conference

Lilydale Adventist Academy

Northern Australian Conference

Cairns Adventist College
Carisle Christian College
Riverside Adventist Christian School

South Australian Conference

Prescott College
Prescott Primary Northern
Prescott College Southern

South Queensland Conference

Brisbane Adventist College
Coral Coast Christian School
Darling Downs Christian School
Gold Coast Christian College
Ipswich Adventist School
Noosa Christian College
Northpine Christian College

Victorian Conference

Edinburgh Adventist Primary School
Gilson College
Henderson College
Heritage College
Nunawading Christian College - Primary
Nunawading Christian College - Secondary

Greater Sydney Conference

Hills Adventist College
Hurstville Adventist School
Macarthur Adventist College
Mountain View Adventist College
Sydney Adventist College
Wahroonga Adventist School

North NSW Conference

Avondale School
Blue Hills College
Central Coast Adventist School
Kempsey Adventist School
Macksville Adventist School
Macquarie College
Manning Adventist School
Port Macquarie Adventist Primary School
Tweed Valley Adventist College

South NSW Conference

Border Christian College
Canberra Christian School
Narromine Christian School

Tasmanian Conference

Hilliard Christian School
North West Christian School

Western Australian Conference

Carmel Adventist College
Carmel Adventist College - Primary
Esperance Christian Primary School
Landsdale Gardens Adventist School
Riverside Community School