



School Excellence Framework

Version 2: Key changes

Schools have been using the School Excellence Framework since its release in late 2014 to inform school planning, reporting and improvement processes. In 2017 the Framework was revised to address stakeholder feedback and ensure that it continues to reflect national and international best practice in learning, teaching and leading.

The revisions have been based on several data sources:

- psychometric analysis of self-assessment and external validation data
- ongoing feedback from schools regarding the self-assessment and external validation processes
- interviews with principals; principals, school leadership (PSLs); and directors
- extensive stakeholder consultation
- new evidence and research.

Key changes in the School Excellence Framework Version 2 (the Framework v2) are summarised below.

Each descriptor fits into a progression

The Framework v2 is organised into thematic strands of practices within each element, with descriptors of each stage. This means that each Delivering descriptor has corresponding Sustaining and Growing and Excelling descriptors to help schools self-assess more accurately and provide explicit steps for improvement.

Stakeholder feedback and psychometric analysis identified a number of cases where descriptors were not well located within the progression. For example, some descriptors at the Delivering level that described minimum expectations for schools have been revised to focus on positive descriptions of school excellence.

Core concepts for each thematic thread are explicitly identified

The core concept for each thematic strand is now listed in the Framework v2. This provides a very high-level reference point to anchor self-assessment.

The language is clearer and more specific

Throughout the Framework v2, the language defines more clearly the practices being described and how they should be evidenced. The terminology has been simplified in some cases to highlight the progression of practices.

Restructure reduces overlap between elements

Some elements have been restructured to strengthen the alignment between elements and domains, reduce repetition and ensure that different concepts are addressed separately:

- the Assessment and Reporting element has been separated into two individual elements, acknowledging their separate objectives and importance
- the Collaborative Practice element has been merged with the Learning and Development element to reduce duplication
- the Leading domain has a greater emphasis on instructional leadership.