

LEVER A) Governance, Anchor Documents and Sustainable Directions		
A1) High quality Anchor Documents (School Vision, Values and Purpose) are in place.	A2) Anchor Documents clear and aligned, prominently displayed and understood by the community.	A3) Clear and consistently followed decision- making and governance processes that span all key areas.
LEVER B) Strategic Learning Improvement Plans and Cycles		
B1) A multi-stage and school-wide improvement cycle is embedded in relevant school processes.	B2) Key personnel apply effective strategic and action planning processes, with timely implementation steps.	B3) Monitoring processes ensure stages in the cycle are well implemented and are adapted as required.
LEVER C) Leadership and Professional Culture		
C1) Relevant leaders are recognised and valued as instructional leaders	C2) Teachers and leaders committed to high expectations, embrace feedback and share practice.	C3) Regular opportunities for teacher/leaders to positively influence the practice of their colleagues
LEVER D) Data Driven Decision Making for Improvement		
D1) A clear schedule and procedure for collecting, storing, analysing, applying and reporting data.	D2) Strategic plans informed by key data sets and use KPIs to guide implementation and intervention.	D3) Leaders and teachers analyse and apply data at the whole school, cohort and class levels.
LEVER E) Curriculum and Assessment Design		
E1) Clear curriculum standards at each year level are referred to by teachers, students and families.	E2) Instructional practices well enacted, tied to assessment of and reporting on student progress.	E3) Students are stretched in their learning and access innovative educational experiences.
LEVER F) Student Support, Engagement and Agency		
F1) A student support team reviews student academic progress and implements effective interventions.	F2) Students individually and collectively benefit from wellbeing strategies and engagement programs.	F3) Students regularly shape and participate in whole school developmental activities.
LEVER G) Performance Development and Professional Growth		
G1) There is alignment between the school goals and its stated professional development program	G2) A structured system for providing teachers and leaders with feedback mechanisms tied to their roles.	G3) Teachers are actively engaged in effective team-based action research cycles that shift practice.