



Inclusive Practices

School Review Profile (SRP)

Greetings / Kia ora / Kia orana / Malo e lelei / Talofa lava

Information about the School Review Profile

- One copy of the School Review Profile is completed for each school.
- The SRP is designed to be completed by a school team as part of a review process.
- Complete the Staff, Community, and Student Survey first to give you data that will assist you with the SRP.

The *SRP* explores **inclusive practices** and aims to build a picture of the extent to which this school **includes every student in all aspects of school life**. The *SRP* asks questions about 13 different aspects of school life. These are:

Presence

- Including all learners
- Inclusive enrolment practices
- Inclusive leadership
- Identifying learner's individual strengths and needs

Participation

- Coordinated support and services
- Working with families and whānau
- Curriculum for all
- Extra-curricular learning for all
- Building social relationships for all

Learning

- Inclusive classroom culture
- Valuing the achievements of all learners
- Collaborative professional learning and practices

Respecting cultural identities (these questions are included throughout the SRP)

The SRP supports schools to review these different layers of school life to identify areas of strength and possible next steps. Each question asks how much your review team **agrees or disagrees that a particular practice happens at school**. Four answer options are provided.

- **Agree strongly**
- **Agree moderately**
- **Agree a bit**
- **Disagree**

Please **summarise your school data and review team's perspectives** by selecting one answer for every question. Think about **ALL staff** and what the **WHOLE school** is like **this year** when you are answering these questions.



Including all learners		How much do you agree?			
		Agree strongly	Agree moderately	Agree a bit	Disagree
1	Making students, parents, and whānau feel welcome is a high priority for all staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	This school is a safe place for all students and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	At this school, all forms of student diversity are seen as a resource and a strength, not as a difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Staff believe it is the school's responsibility to adapt to a student's needs – rather than 'fit' a student to the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	This school encourages parents to value their child relating to a range of other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Staff make an effort to learn the names of students, parents, and whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	This school relates to students, parents, and whānau in ways that are appropriate to their culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Staff make sure all students feel this school is a place where they belong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	This school has a set of well known values which focus on concepts like respect for diversity and inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Staff avoid using stereotypes or labelling to talk about students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Inclusive enrolment practices		How much do you agree?			
		Agree strongly	Agree moderately	Agree a bit	Disagree
11	Every student who applied to attend this school has been enrolled (subject to usual zoning and enrolment conditions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Transition plans, that make sure students feel welcome and well prepared, are developed for students who may experience barriers to joining this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	This school is proactive about working with parents and whānau to assist students' transition to and from this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	This school is proactive about making connections with local education providers to assist students' transition to and from this school (e.g., local feeder schools, early childhood centres, tertiary providers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Once students have made the transition to school, every student attends school for the whole day (including when people like teachers' aides are not present)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Sometimes we encourage students to attend other schools that can meet their range of needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Staff work hard to minimise the number of stand-downs, suspensions, or expulsions at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	School charter, website, and other documents clearly show this school welcomes all learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	When necessary, physical modifications are made to buildings and school grounds to enable students to access all spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	School policies refer to students' rights and promote all students' active participation in school life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Inclusive leadership		How much do you agree?			
		Agree strongly	Agree moderately	Agree a bit	Disagree
21	School leaders promote this school as an inclusive community which values all learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	School leaders are skilled at listening to all perspectives and taking these into account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	School leaders actively model the school values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	School leaders are culturally aware and are able to engage with all staff, students, parents, and whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	This school regularly conducts a self-review to explore new ways of removing the barriers to learning experienced by different groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	School leaders use the challenges experienced by individual students as an opportunity to consider how school structures and practices could be changed to better support all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	Individual parents are sometimes asked to attend school with their child for part of the day or to contribute to the cost of a teacher's aide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	The board of trustees is committed to removing the barriers to learning experienced by different groups of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	The board of trustees supports school leaders to use a range of resources and forms of support to reduce barriers to learning and maximise opportunities for students (e.g., timetable changes, access to RTLB etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	When employing new staff, school leaders select people who can demonstrate a commitment to supporting all learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Identifying learner's individual strengths and needs		How much do you agree?			
		Agree strongly	Agree moderately	Agree a bit	Disagree
31	Teaching staff are skilled at working with students, parents, and whānau to identify each student's interests, needs, and learning goals (during goal setting or IEP processes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	This school has systems in place to ensure all staff are aware of the range of needs of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	Students and their parents are always consulted when the school makes major decisions that affect individual student's lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	All staff think it is possible to address the barriers to learning that are experienced by students with special education needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	All staff place a high priority on meeting the diverse needs of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	This school has effective data gathering processes for identifying the different learning and social needs of each student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	Support given to individual students (e.g., IEPs) is based on the NZ Curriculum or Te Marautanga o Aotearoa and builds on the student's strengths, interests, and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	Staff draw on students' language, culture, and identity to shape their learning goals and experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Coordinated support and services		How much do you agree?			
		Agree strongly	Agree moderately	Agree a bit	Disagree
39	This school resources senior staff to coordinate and improve the learning support and specialist services offered to students (e.g., a learning support coordinator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	Staff have effective relationships with specialist teachers who support students' development and learning (e.g., RTLB, Resource teachers: Deaf and hearing impaired)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41	There are systems in place for teachers and teachers' aides to discuss students' interests, specialist needs, and goals as they move to the next year level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42	There are systems in place that make sure all teachers know how to respond to any incidents or safety concerns that might happen in their class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43	The learning support team identifies groups of students who experience barriers to learning and finds ways to address these barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44	Some students seem to slip through the cracks when extra support is being arranged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45	The learning support team facilitates on-going professional learning which enables staff to hear about the experiences of students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46	Staff think creatively about how extra resources and support can be organised for individual students if necessary (e.g., ORS funding as well as support from parents, teachers and specialists)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Working with families and whānau		How much do you agree?			
		Agree strongly	Agree moderately	Agree a bit	Disagree
47	School leaders are proactive about forming relationships with parents and whānau to talk about learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48	All staff know how to work with parents and whānau from different cultures or backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49	Staff work to support all students to be active participants in goal setting and IEP processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50	Staff are careful to take into account the knowledge that parents and whānau have about their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51	Staff regularly report to all parents about their children's learning and progress (at the level a student is working at)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52	There is regular contact between home and school which is focused on sharing students' successes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53	Parents' concerns about their child's learning or behaviour are always listened to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54	If a student is experiencing behaviour or learning challenges, it is common practice for staff to work with this student and their parents, whānau, teachers, and specialists to address barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55	Staff see students, parents, and whānau as key partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Curriculum for all		How much do you agree?			
		Agree strongly	Agree moderately	Agree a bit	Disagree
56	Learning experiences are carefully planned to make sure every student is offered challenges that stretch their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57	Learning activities engage all students by making connections with their interests and strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58	Classroom teachers take a lead role in the planning and design of learning for all their students (this responsibility is not delegated to staff such as teachers' aides)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59	Teachers set up learning experiences that enable all students to work with and learn from their classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60	All students learn with their classmates (recognising that some students may have extra support or quiet times)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61	All teachers structure lessons and learning experiences to meet the range of student needs in their class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62	All students are supported to learn within the NZ curriculum or Te Marautanga o Aotearoa at an appropriate level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63	Teachers use the cultural backgrounds and practices of students as a resource to inform planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Extra-curricular learning for all		How much do you agree?			
		Agree strongly	Agree moderately	Agree a bit	Disagree
64	Every student is encouraged and supported to take part in sporting, dance, drama, leadership, and cultural activities at a level that is an appropriate challenge for them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65	All students at this school are included in school events such as dances or camps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66	There are systems in place to ensure all staff are aware of which students might need extra support during break-times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67	This school removes barriers so every student can take part in physical activities with their classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Building social relationships for all		How much do you agree?			
		Agree strongly	Agree moderately	Agree a bit	Disagree
68	All staff model behaviours such as tolerance and respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69	All staff and students are taught to use the same strategies to manage relationships and resolve conflicts (e.g., restorative conversations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70	Students are actively supported to become skilled at including others and assisting each others' learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71	At this school, there are some groups of students who are not accepted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72	If a student appears to be having difficulty forming or maintaining relationships, staff work to find ways to support them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73	Student goal setting or IEPs processes consider students' social and emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74	Staff regularly ask students for their ideas about how to improve the social environment at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75	Supporting all students to develop the social skills they need to relate well to their peers is a high priority at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Inclusive classroom culture		How much do you agree?			
		Agree strongly	Agree moderately	Agree a bit	Disagree
76	Teachers place a high priority on establishing a caring, supportive, and respectful classroom climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77	Teachers make sure students feel they belong (e.g., students are encouraged to show leadership and contribute in different ways to class activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78	Teachers draw on students' different cultural values and practices as a resource for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79	The classroom programme includes a focus on understanding others' perspectives and points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80	The classroom programme provides ongoing opportunities for students to learn effective ways of relating to and supporting their peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81	The classroom programme provides ongoing opportunities for students to learn about, and actively demonstrate, concepts such as diversity, equity, and inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82	Teachers and teachers' aides work together in classrooms to help all students engage in learning and with each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83	Teachers design learning activities that encourage all students to participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Valuing the achievements of all learners		How much do you agree?			
		Agree strongly	Agree moderately	Agree a bit	Disagree
84	Staff at this school have high expectations for every student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85	All students are supported to experience success across a range of contexts (academic, leadership, sporting and cultural)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86	This school recognises and celebrates the different successes and skills of every student (e.g., in class, assemblies, and school newsletters)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87	All students are supported to use different approaches to demonstrate their learning (e.g., through oral or written work, or use of assistive technology)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88	All students are involved in monitoring their goals and reflecting on their successes and next steps for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89	When discussing learning with students, teachers focus on the individual's goals, successes, progress and next steps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90	This school monitors each student's progress against their learning or IEP goals to ensure they are making progress against all goals (e.g., academic, physical, and social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91	The board of trustees is given a clear picture of the academic and social progress of all students including those who experience difficulties with learning and behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92	The learning of all students is assessed through the use of recognised assessment approaches and the NZ Qualifications Framework (at an appropriate level)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborative professional learning and practices		How much do you agree?			
		Agree strongly	Agree moderately	Agree a bit	Disagree
93	This school has an ongoing professional learning programme that supports all staff to keep up-to-date about ways to support diverse learners including those with complex learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94	At this school, staff, specialist teachers (e.g., RTLB), and other specialists (e.g., psychologists) work together to overcome the learning barriers experienced by individuals or groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95	All staff view meeting the social and learning needs of each student as a collective responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96	Staff work together to share their specialist knowledge and skills to overcome barriers to learning (e.g., knowledge about supporting students with complex learning needs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97	Staff are offered opportunities to learn effective ways of supporting the needs and aspirations of students from different cultural groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98	Teachers and teachers' aides are encouraged to work together to design effective learning experiences in ways that draw on each others' expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99	Professional learning gives staff time to engage in dialogue about how to address the school's responsibilities to the Treaty of Waitangi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100	School leaders place a high priority on supporting teachers to work together to design programmes that address the strengths and learning needs of all learners in their class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you finished the SRP?
Please check that you have answered all the questions.

