

Examples from 2009 School Self-Evaluations

Methodology

A series of documents have been prepared which contain illustrative examples of completed sections of a school self-evaluation.

This document contains examples of completed “Methodology” sections, drawn from school self-evaluations prepared by schools in 2009. In each case, the schools are referred to by a generic name, such as Victoria Primary School or Victoria Secondary College as appropriate.

These examples are aimed at assisting schools who may be about to undertake their self-evaluation by highlighting a range of very effective ways in which schools have tackled and presented information within their school self-evaluations.

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Example 1 - a small primary school

The School Self Evaluation process has been undertaken during Term 1. Ideally the school would have preferred to spend a greater amount of time on each of the review items and giving the school community, beyond the School Council, the opportunity to contribute to the process further. However we continued our annual practice of sharing our school's progress against the effective schools model and sharing our vision for 2009 early in February.

Staff dedicated sessions during the first three pupil free days of the school to reflecting on our strengths and areas of improvement, From this, we reviewed students requiring additional assistance and individual Learning Improvement plans, considered best plans for the timetabling to maximise the teaching and learning and developed a set of protocols for student learning and school values which will guide our work. While we didn't have the SLR we were able to use existing data.

Parents were invited to take part in a 'Stop. Keep. Start' activity. This was also made available with the newsletter. There were only a few who used this opportunity for feedback. We are in the first year of the new extended diagnostic review and so were unsure of the process to undertake the reflection and self evaluation earlier. However we are a strong team who constantly reflect on our programs and strengths and weaknesses. In term four we devoted many professional learning team meetings to preparing for 2009 and in preparation for the Annual Implementation Plan. We strategically worked through a curriculum, assessment, facilities, resources, strategies, programs and procedures. We are developing better documentation of processes to maximise our time on our core business. These reflection documents are available and were worked through thoroughly.

This term the School Council divided into three groups to reflect upon the prompt statements in each of the performance areas. Teachers have done the same, however as we are a small staff we all discussed each area together eventually. Discussion and contribution was encouraged to range extensively beyond the prompt questions. This highlighted the interconnectedness of the performance areas and reiterated the crossover of improvement goals from their target area to an overall value in student outcome improvement.

School Council was informed at meetings of progress and process of the evaluation review. The School Context section was shared for feedback amongst all school councillors.

Example 2 - a primary school

The methodology for the School Self-evaluation was prepared as follows:

1. All staff had input into the process through their membership of the Numeracy, Literacy or Inquiry curriculum committees. The groups looked at the three years of data and highlighted trends, strengths and areas of improvement via work sheets provided at the Regional workshops. Draft submissions were developed and further feedback sought.
2. Members of the Leadership group were responsible for compiling the feedback and forming writing groups (as required) for each of the three student outcomes ie: Student learning, student engagement and well-being and student pathways and transitions.
3. Draft copies were circulated to all staff and to the executive of School Council for further refinement and feedback.
4. Feedback was sought from the Regional Network Leader and Network Improvement consultant prior to final submission.
5. Final draft forwarded to all staff members, Regional personnel and the Reviewer.

Example 3 - a secondary college

A Core Planning group was established comprising the Principal, the School Council President and a representative from each of the 3 strategic focus areas of the school:

- Student Learning
- Student Engagement and Wellbeing
- Student Pathways and Transitions.

This group determined the process to be used and the timeline to follow ensuring maximum engagement of the school community in the process. Staff were consulted through a series of information and discussion meetings.

Parent opinion was sought through a meeting of Parent Reference group members (including those on School Council). These bodies had previously discussed school performance data over the last 18 months.

The student body had been consulted initially through the introduction of learning teams. Student data had been shared with all students through a series of year level assemblies in 2007. Student Reference group meetings had followed up these discussions in 2008 and all Learning Team Captains and Home Group representatives met this term to discuss school performance data and to suggest ideas for improvement.

The suggestions for improvement from each of the groups consulted has been documented and will be used to initiate further discussion in relation to the development of the new strategic plan. Some of the suggestions have been incorporated in this Self Evaluation Report

Example 4 - a secondary college

The Self Evaluation process was designed to engage all members of the school community in reflection and feedback on key data sets about the school's performance. The school is rich with a range of data about its performance and the Self-Evaluation process enabled different groups to be involved in intentional discussions about the future direction of the school as well as offering opportunities to celebrate the achievements of the Strategic Plan period.

The Principal, Leadership and Curriculum Design Teams were involved in a half-day Forum where feedback from Staff, Student and Parent Forums were discussed and analysed. These discussions also centred on the range of strategies that have been implemented to build teacher and leadership capacity in the school as well as cement our commitment to maintaining a Performance and Development Culture.

Data contained in the School Level Report, NAPLAN reports and past Annual Reports assisted us in our evaluation. Also standardized tests and school based data in relation to Student Wellbeing and Student Opinion surveys also helped us form our conclusions about the school's performance over the past four years.

In preparation for the Negotiated Review Day, a meeting was conducted with our Critical Friends to gain further understanding of the data and the process for the review. A consultative process has been designed to gather input into the development of the four year Strategic Plan.

The process to date can be summarised as follows:

Date	Action	Person(s) Responsible
27/04/09	<i>Briefing to staff on upcoming review through Principals' Notices</i>	<i>Principal</i>

<i>28/04/09</i>	<i>Presentation to school council</i>	<i>Principal</i>
<i>04/05/09</i>	<i>Staff Meeting – Forum</i>	<i>Principal and Leadership Teams</i>
<i>04 to 06/05/09</i>	<i>Student Focus Groups</i>	<i>Principal, Heads of School and Student Voice Coordinator</i>
<i>06/05/09</i>	<i>Parent Focus Group at Parents' Association Meeting</i>	<i>Principal Team</i>
<i>Week 4</i>	<i>Leadership Forum (Leadership and Curriculum Design Team – to review parent and staff feedback)</i>	<i>Principal Team Leadership Team</i>
<i>Week 5</i>	<i>Meeting with Critical Friends</i>	<i>Principal Team</i>

We are looking forward to working with our Critical Friends and the opportunity to have experts (in Student Learning data and the links between Emotional Intelligence and Learning Outcomes) provide their advice for our ongoing improvement. This feedback will then enable us to set our directions within a new Strategic plan for the next four years.