

Step-by-Step Guide to Completing the School Self – Evaluation Report 2010



**Published by the Communications Division
for [insert Division Name] Division
Department of Education and
Early Childhood Development**
Melbourne
October 2009

© State of Victoria (Department of Education
and Early Childhood Development) 2009

The copyright in this document is owned by the
State of Victoria (Department of Education and Early Childhood
Development), or in the case of some materials, by third parties
(third party materials). No part may be reproduced by any process
except in accordance with the provisions of the Copyright Act 1968
the National Education Access Licence for Schools (NEALS)
(see below) or with permission.



An educational institution situated in Australia
which is not conducted for profit, or a body
responsible for administering such an
institution, may copy and communicate the
materials, other than third party materials, for
the educational purposes of the institution.

NEALS is an educational institution situated in Australia which is
not conducted for profit, or a body responsible for administering
such an institution may copy and communicate the materials, other
than third party materials, for the educational purposes of the
institution.

Authorised by the Department of Education
and Early Childhood Development,
2 Treasury Place, East Melbourne, Victoria, 3002.
ISBN [to be inserted if required]
This document is also available on the internet at
[insert URL].

Contents

1. Executive Summary	4
2. Introduction	4
3. Sections of the School Self-Evaluation	4
The Executive Summary	4
Methodology	4
School Context.....	4
Evaluation of Performance.....	5
4. Student learning outcomes	5
Question 1: What student outcomes were we trying to achieve?.....	5
Question 2: What student outcomes did we achieve?.....	6
Question 3: Why did we achieve/not achieve improved student outcomes?.....	7
Question 4: How effectively did we manage our resources to support the achievement of improved student outcomes?.....	10
Question 5: What can we do in the future to continue to improve?	11
5. Student engagement and wellbeing outcomes	11
Question 1: What student outcomes were we trying to achieve?.....	11
Question 2: What student outcomes did we achieve?.....	11
Question 3: Why did we achieve/not achieve improved student outcomes?.....	13
Question 4: How effectively did we manage our resources to support the achievement of improved student outcomes?.....	15
Question 5: What can we do in the future to continue to improve?	15
6. Student pathways and transitions outcomes	16
Question 1: What student outcomes were we trying to achieve?.....	16
Question 2: What student outcomes did we achieve?.....	16
Question 3: Why did we achieve/not achieve improved student outcomes?.....	18
Question 4: How effectively did we manage our resources to support the achievement of improved student outcomes?.....	20
Question 5: What can we do in the future to continue to improve?	20
7. Further Support and Information	22

1. Executive Summary

This step-by-step guide is designed to assist schools in preparing their school self-evaluation and is intended to be used in conjunction with the school self-evaluation template. Following the same structure as the template, the guide is designed to assist schools to reflect upon their performance by considering questions such as:

1. What student outcomes were we trying to achieve?
2. What student outcomes did we achieve?
3. Why did we achieve/not achieve improved student outcomes?
4. How effectively did we manage our resources to support the achievement of improved student outcomes?
5. What can we do in the future to continue to improve?

This step-by-step guide is structured in the same order as the school self-evaluation template. The user is guided through the four key sections of a self-evaluation:

- Executive Summary
- Methodology
- School Context
- Evaluation of Performance.

Advice is provided about:

- the expected content within each section
- the recommended length of each section
- possible sources of information
- focus questions to consider
- how the Effective Schools Model can be utilised.

Other key support materials for schools to use in preparing their school self-evaluation are listed below. Further information can be found under 'Further Support and Information' at the end of the document.

2. Introduction

The School Self-Evaluation Guideline provide the rationale for schools preparing a self-evaluation and is recommended reading prior to using this step-by-step guide.

The guidelines describe the processes to be followed and encourage schools to involve the whole school community in the development of the self-evaluation.

3. Sections of the School Self-Evaluation

Please note that throughout the guide there are focus questions and possible information sources included to assist schools in the analysis and evaluation of their performance. It is important to note that these are not intended to be prescriptive or exhaustive of how schools can approach their self-evaluation.

The School Self-Evaluation is strengthened when they include information drawn from a variety of data sources. This includes both quantitative and qualitative data.

The Executive Summary

The Executive Summary provides a brief overview of the School Self-Evaluation, including the methodology, school context, and evaluation of performance. This section clearly and succinctly outlines the school's strengths and areas for improvement, and indicates how effectively the school has met its goals contained in the previous School Strategic Plan. It also highlights recommendations for the future.

Recommended length of Executive Summary: 1–1½ pages.

Methodology

This section briefly outlines the processes that were used in the school to prepare the School Self-Evaluation. The approach may vary from one school to another.

The Methodology also describes the membership and operations of any working party set up to prepare the School Self-Evaluation, together with a summary of who from the school community was involved, and how they were involved, in providing input to the self-evaluation.

Recommended length of Methodology: 1–3 short paragraphs.

School Context

The Context section is a key component of the School Self-Evaluation because it provides the background against which all of the performance outcomes of the school are understood.

The Context contains a description of the defining attributes of the school. The School Context can be developed in conjunction with the environmental context of the School Strategic Plan and should assist when analysing how the school context explains the outcomes that have been achieved within the school.

The School Context statement may refer to information covering:

- geographic location (town/suburb, nearby schools, etc)
- size and structure of school (challenges presented, particularly for very small or very large schools)
- social characteristics (gender, cultural background, ethnicity)
- enrolment characteristics (overall trend, cohort proportions)
- family profile (including employment situation in local area)
- staffing profile including leadership team
- special programs offered at the school, such as bilingual programs, sports programs, etc
- parent and community involvement
- partnerships with other schools, external agencies and the wider community.
- issues relating to post-compulsory education provision and transition support, including information available from Local Learning and Employment Networks (LLENs), DEECD Regional Offices, neighbouring schools, other providers and community organisations.

A School Self-Evaluation becomes a coherent document when connections are made between the context in which the school operates and the performance outcomes obtained. Schools are encouraged to make these connections throughout the preparation of the self-evaluation.

Recommended length of School Context: approximately 1 page.

Evaluation of Performance

This section of the self-evaluation focuses on the three student outcome areas:

- student learning
- student engagement and wellbeing
- student pathways and transitions.

This step-by-step guide to the self-evaluation treats each of these sub-sections separately.

Consequently, there is some repetition of structure, content or themes. This has been done intentionally to allow schools to separate the preparation of the self-evaluation report by giving different staff or groups responsibility for each area. The layout of the self-evaluation template follows the same structure outlined below.

Further information and examples of completed Executive Summary, Methodology and School Context sections, as well as sections of each of the three

student outcome areas, are provided in the 'Further Support and Information' section at the end of the document.

4. Student learning outcomes

Question 1: What student outcomes were we trying to achieve?

In assessing student learning outcomes, it is recommended that schools begin by addressing the question *What student outcomes were we trying to achieve?* This question invites schools to reflect fully on their student learning goals.

Victorian Early Years Learning Framework

The Victorian Early Years Learning Framework (the Victorian Framework) describes the key learning areas for children from birth to eight years. It builds continuity between the first years of schooling and the learning and development that precedes these.

The key learning areas identified in the Victorian Framework are:

- **Identity:** children develop a strong sense of identity
- **Community:** children are connected with and contribute to their world
- **Wellbeing:** children develop a strong sense of wellbeing
- **Learning:** children are confident and involved learners
- **Communication:** children are effective communicators

The Victorian Framework links to the Victorian Essential Learning Standards, Levels 1 and 2.

Victorian Essential Learning Standards.

The Victorian Essential Learning Standards (the standards) defines three strands of student learning for students in Years P–10:

- Physical, personal and social learning — includes Health and Physical Education, Interpersonal Development, Personal Learning, and Civics and Citizenship
- Discipline-based learning — includes the Arts, English and Languages Other Than English, the Humanities (Economics, Geography and History), Mathematics and Science
- Interdisciplinary learning — includes Communication, Design, Creativity and Technology, Information and Communications Technology, and Thinking.

At this time, the discipline-based learning strands have the most extensive array of outcomes data. All schools

have data relating to school progress in literacy and numeracy in the school performance data (including English on-line interview, assessments in English or ESL and mathematics against the standards and progression points) as well as access to the NAPLAN data. This is complemented by other school-based student assessment data.

Student learning outcomes in the post-compulsory years are defined as attainment in the VCE, VCAL and VET in Schools, including School Based New Apprenticeships. The school performance data and VCE data service summarises this information for schools.

There is also a range of outcomes data available for children that may be relevant for primary schools.

The Australian Early Development Index (AEDI) is a population measure that provides information on how children are faring and the success of early childhood services in supporting children and families prior a child's entry to school. The AEDI is a 'summary indicator' around children's progress and how well children are faring relative to others based on areas of early childhood development.

The Victorian Child and Adolescent Monitoring System (VCAMS) reports on the safety, health, learning, development and wellbeing of children and young people in Victoria. These data are reported against the 150 VCAMS indicators and provide a sound basis to support school strategic planning. These data are published in Annual Reports as well as community level profiles.

Recommended length: ½ page.

Question 2: What student outcomes did we achieve?

The next part of the self-evaluation is for analysis and evaluation of actual student learning outcomes.

This analysis and evaluation is evidence-based, drawing upon a range of data and information sources. Schools may choose to either focus on one strand of the Victorian Essential Learning Standards at a time when answering the questions below, or respond to each question with information relating to each strand.

The process of analysing all available information will be an extensive component of undertaking the self-evaluation. However, the final self-evaluation document:

- presents the conclusions from the analysis in a summary format

- focuses on the student learning outcomes with most need for improvement
- deals even-handedly with both positive and negative data
- brings together different sets of data to provide a coherent evaluation of overall performance and trends as opposed to focusing on outcomes in every year level or in every subject strand.

Recommended length: approximately 1 page.

Suggested information sources

From school performance data:

- English on-line Interview
- student achievement against the VELs domains
- student achievements — NAPLAN
- student achievement — PSD assessment
- student attainment — VCE, VET in schools, VCAL.

From other sources:

- AEDI data
- VCAMS data
- other information on VET in schools, VCAL, VCE data project
- any other student achievement data available at the school; eg, VCAA On Demand testing, ESL assessments, DART, Maths online interview, Torch, achievement awards such as University of NSW assessments, etc
- student physical, personal or social learning outcomes using any reports, assessments or evidence compiled by the school
- detailed NAPLAN Reports
- CASES 21 Cohort VELs/Assessment Reports.

Understanding the data

Each school will decide how best to analyse and evaluate the available information on student learning outcomes. The focus questions which follow are provided as a guide to assist with this analysis and evaluation.

It is not intended that every school will answer every listed question. Schools may find it beneficial to develop their own questions that are geared to evaluate performance. It is not necessary for schools to present question-by-question answers in their final self-evaluation document. Rather, the analysis of the questions and the information leads to the school making an overall judgement of performance.

Within each of the standard data sets, there are some common approaches to analysing the information, including:

- examining any trends in outcomes that have emerged over time

- focusing on particular cohorts of students who have obtained significantly above or below average outcomes
- considering cohort growth as students move through the school
- evaluating differences in outcomes between different skill areas within English and Mathematics
- comparisons with the state mean and SFO band.

For small schools, where small sample sizes make analysis of data problematic, there are several methods of analysing the data that can assist, including:

- for a given year level, aggregating data collected over multiple calendar years
- for a given calendar year, aggregating data collected across multiple year levels
- tracking the progress of individual students over several years.

In all cases, school communities should be conscious of the issues surrounding the confidentiality of individual student information, which is explained in more detail at the front of the school performance data.

The focus questions

English on-line interview

- What trends have emerged in the school data over time?
- Are the on-line assessments consistent with teacher assessments against the VELs?
- How do the school data compare with the state mean and SFO band?

Student achievement against VELs / NAPLAN

- What trends have emerged in the school data over time?
- What proportion of students is achieving at 'D' or 'E' for given domains? What proportion of students is achieving at 'A' or 'B' for given domains?
- What patterns emerge from studying the cohort growth in VELs assessment outcomes as students progress through the year levels?
- What variations exist in the assessment outcomes between strands and domains?
- Are there significant differences in achievement in different cohorts; eg, male, female, ESL, PSD students?
- How does the school data compare with the state mean and SFO band?

Student achievement — PSD assessments

- What proportion of students is making Satisfactory to Excellent progress? How does the data compare over time?

- Are there indications that a particular group of students or year level is performing at a higher or lower level?

Student achievement — VCE, VET in schools, VCAL

- What trends have emerged in the school data over time?
- Are there any studies that have considerable variation in results across the years?
- Have VCE results been improving both for each study and across studies?
- Is there significant information to be gained from the variation between subjects?
- How many students are undertaking VET in Schools?
- How many students are undertaking VCAL and at which levels?
- How many VET in Schools programs are being offered in the school?
- How successfully have students completed VCE programs?
- How successfully have students completed VET in Schools programs?
- How successfully have students completed VCAL programs?
- How does the school data compare with the state mean and SFO band?

Student achievement — other assessments

- What trends have emerged in the school data over time?
- Are there indications that a particular year level or particular students should be monitored? Does the school have programs in place to address their needs?

Other student learning outcomes

- What trends have emerged in the school data over time?
- Are there indications that a particular year level or particular students should be monitored? Does the school have programs in place to address their needs?
- What links can be made between the available physical, personal and social learning outcomes with the available student achievement data?

Question 3: Why did we achieve/not achieve improved student outcomes?

The School Self-Evaluation asks schools to reflect upon the effectiveness of the school's operations and practice that may have contributed to the student learning outcomes.

The correlates of the Effective Schools Model provide an evidence base for examining current practice and selecting key improvement strategies.

This part of the self-evaluation encourages a broad examination of processes within the school that impact on student learning outcomes. It is an opportunity for extensive consultation across the school community to find out what has worked well and the areas for improvement.

The final self-evaluation document:

- presents the conclusions from the analysis in a summary format
- brings together information from the various discussions, reports and data to provide a coherent response to the above question.

Recommended length: 1–1½ pages.

Focus questions and information sources to assist

The focus questions which follow, together with the information sources listed, are structured around the correlates of the Effective Schools Model and are provided as a guide to assist with the analysis and evaluation.

The questions are designed to promote dialogue about practice and to assist schools to reflect on what they do well and areas for improvement. It is not intended that schools restrict themselves to using only these questions or information sources. Neither is it necessary for schools to present question-by-question answers in their final self-evaluation report. Rather, the analysis of the questions and the information leads to a summary of how the school's operations and practice have contributed to the student learning outcomes.

For example, to unpack correlates from the Effective Schools Model such as 'purposeful teaching' and 'stimulating and secure learning environment', schools could reflect upon their practice in light of the Principles of Learning and Teaching and the e⁵ Instructional Model. Similarly, the Curriculum Planning Guidelines will provide insights into how the school's curriculum may have contributed to student learning outcomes. The Assessment and Reporting Guidelines could be used to understand how assessment and reporting practices facilitate student learning outcomes at the school. Links are also provided to other initiatives that are relevant to the correlates of the Effective Schools Model.

It is not expected that schools will reflect in detail upon each of the eight correlates of the model. Schools may choose to use one or more of the correlates in reflecting upon their contribution to student learning outcomes. Such in-depth analysis could include

schools using the guidelines, principles and checklists incorporated in one or more of the following initiatives:

- Principles of Learning and Teaching
- e5 Instructional Model
- Curriculum Planning Guidelines
- Assessment and Reporting Guidelines
- Performance and Development Culture revised Self Assessment Framework.

The focus questions

Professional leadership

- How effectively do the leadership teams within our school promote curriculum planning that is designed to improve student learning?
- How effectively do the leadership teams within our school promote teaching strategies that are designed to improve student learning?
- How effective is teacher participation in decisions made about student learning?
- How effectively are connections made between staff performance and development and student learning outcomes?

Possible information sources:

- Staff Opinion Survey results for the Curriculum Coordination variable and the Empathy element
- Performance and Development Culture revised Self Assessment Framework
- eLearning Planning Guide.

Focus on teaching and learning

- How well does our school manage the time spent on the three strands of VELS (ie, physical, personal and social learning, discipline-based learning, and interdisciplinary learning)?
- How well are teachers using multiple sources of data about student learning to improve teaching?
- What does the cohort growth from Prep to Year 2 in assessment outcomes indicate about the success of the early years literacy program in the school?
- What does the Mathematics Online Interview data indicate about the success of the early years mathematics program?
- How well does the school manage time spent planning P–10 programs compared with VCE/VCAL?
- How well does our school manage the workload of staff, in particular the balance between time focused on teaching and time spent on administrative tasks?
- Identify one or two strategies that were implemented in the school to bring about improvement in the teaching–learning relationship. Analyse how effective the strategies have been.

What worked well? What hindered successful or full implementation?

- Have teachers demonstrated a common approach to teaching?
- Is the e5 Instructional Model being used to inform teaching and learning practice?
- How effective are our professional learning activities that aim to improve student learning?
- How have teachers used ICT to improve teaching and learning?

Possible information sources:

- Staff Opinion Survey results for the Excessive Work Demands and Learning Environment variables and the Learning element
- Parent Opinion Survey result for the Quality of Teaching variable
- Parent Opinion Survey School Climate factors
- ePotential data.

Shared vision and goals

- To what extent is there a shared vision about the desired student learning outcomes in our school?
- Has the school an agreed set of values?
- How clearly communicated are the school's goals relating to student learning?

Possible information sources:

- Staff Opinion Survey, results for the Clarity and Engagement elements, including the Goal Congruence variable
- eLearning Planning Guide.

Purposeful teaching

- Are there shared views about effective teaching and learning among the teachers and leadership?
- How is teacher development and practice reflected in effective school based professional learning that addresses identified student learning needs?
- To what extent do the teaching strategies and practice used in our school accommodate the variations in the learning needs and styles of our students?
- How have individual learning plans been used to facilitate purposeful teaching?
- To what extent are the teaching strategies used in our school influenced by contemporary pedagogical understanding and practice?
- How well are teachers using assessment of student learning to inform teaching and learning?
- How do teachers engage in innovative ICT professional learning to explore new ways of learning and teaching?
- To what extent do teachers focus on addressing future needs of students in areas of intercultural literacy, Asia-literacy and global citizenship?

- How well are teachers able to engage students in issues that build intercultural literacy

Possible information sources:

- Attitudes to School Survey, results for the Quality of Instruction, Teacher Energy/Enthusiasm and Helpfulness/Responsiveness variables
- Parent Opinion Survey, result for the Curriculum and Standards variable
- Attitudes to School Survey, relevant Teaching and Learning factors
- Parent Opinion Survey, relevant School Climate factors
- eLearning Planning Guide.

High expectations

- Does our school community have high expectations for the learning outcomes of all students?
- To what extent are students engaged with high level creative learning?
- How effective are the programs or strategies employed by the school to address the needs of students achieving either at a lower level or a higher level than expected? (A 'lower level' would include students assessed as 'D' or 'E' compared to the indicative VELS level, or students assessed with lower than expected PSD outcomes, while a higher level would include students assessed as 'A' or 'B' compared to the indicative VELS level, or students assessed with higher than expected PSD outcomes).
- How are students with high ICT capability identified, supported and challenged?

Possible information sources:

- Attitudes to School Survey, results for the High Expectations and Helpfulness/Responsiveness variables
- Parent Opinion Survey, results for the Curriculum and Standards and Quality of Teaching variables
- Parent Opinion Survey, School Climate factors
- Attitudes to School Survey, relevant Teaching and Learning factors
- Staff Opinion Survey, results for the Learning Environment and Student Orientation variables
- ePotential data.

Learning communities

- How effectively does our school utilise the diverse expertise and knowledge of the teaching staff to assist student learning?
- To what extent is collaborative learning fostered among the staff?
- To what extent are teachers' individual learning and development plans based on student learning needs?

- To what extent has the school encouraged staff or leadership groups to engage in professional interaction, collaboration or networking with other schools or early childhood services, or in other professional learning activities in relation to student learning?
- To what extent are teachers engaged in staff professional learning activities that address specific curriculum issues and allow for 'hands-on' trial and evaluation of specific techniques?
- How effectively has the school collaborated with other schools early childhood services within and across their network, education institutions, industry, business, or the wider community in building and delivering programs to support student learning?
- How have professional learning activities undertaken by staff contributed to student learning outcomes during the period of the self-evaluation? What other factors affect the link between professional learning activities and student learning outcomes?
- To what extent does the school encourage parents to be actively engaged in their child's learning?
- To what extent does the school use ICT to communicate and collaborate with its community?

Possible information sources:

- Staff Opinion Survey, results for the Professional Interaction, Learning Environment and Appraisal and Recognition variables, and for the Learning element, including the Professional Growth variable
- Parent Opinion Survey, result for the School–Parent Relations variable
- Parent Opinion Survey, relevant School Climate factors
- School professional learning plans
- Local Learning and Employment Networks or other community networks
- eLearning Planning Guide.

Accountability

- How effectively do our teachers use data to evaluate student performance and progress?
- How effectively does our school use planning and evaluation processes to improve student learning outcomes? How well owned and understood are the accountability processes across our school community?
- Are students provided with specific feedback on the extent to which they are achieving their learning goals?
- To what extent is performance on school-wide and individual student goals used to plan for student learning?
- How does the school celebrate successes relating to student learning outcomes, at either whole-school level or student level?

- If there have been variations in assessment outcomes in our school, how effectively have we responded to such variations?
- What aspects of our reporting and feedback to parents work well and what aspects do we need to improve?

Possible information sources:

- Parent Opinion Survey, result for the Reporting and Feedback variable
- Parent Opinion Survey, relevant School Climate factors.

Stimulating and secure learning environment

- What are the strategies employed for creating a positive and culturally inclusive learning environment in the school? How effective are they?
- Are there particular aspects of our school's environment that are less conducive to student learning? How have we responded to the challenges presented?
- How effective are the classroom behaviour and management processes in the school? How effective are the strategies for dealing with disruptive behaviours? To what extent does student misbehaviour affect overall student learning outcomes?
- What learning spaces and places in the school capitalise on the potential of ICT to drive powerful learning?

Possible information sources:

- Staff Opinion Survey, results for the Student Misbehaviour and Classroom Misbehaviour variables
- Parent Opinion Survey, result for the Student Behaviour variable
- Attitudes to School Survey, results for the Fairness/Firmness variable
- Attitudes to School Survey, relevant Wellbeing factors and Teaching and Learning factors
- Parent Opinion Survey, relevant School Climate and Student Relationships factors
- OH&S data
- student suspension/expulsion data, bullying incidents summary data
- eLearning Planning Guide.

Question 4: How effectively did we manage our resources to support the achievement of improved student outcomes?

Still focusing on student learning outcomes, this section of the School Self-Evaluation is designed for schools to review how they have managed the allocation of staff, time, space, funding, ICT and

facilities to support the goals that were set for student learning outcomes.

Recommended length: ½ page.

Focus questions and information sources to assist

The following focus questions are provided as a guide to assist schools in assessing how effectively their resources were managed. It is not intended that schools restrict themselves to using only these questions or information sources.

- What connections can be made between how resources have been allocated and the student learning outcomes that have been achieved in our school?
- How effectively have resources in our school been directed towards those areas where there is the largest scope for improvement?
- Has there been a coherent approach to utilising resources that come from a range of sources?
- Using the data in the school resource indicators report, what trends are apparent for major revenue sources and costs?

Possible information sources:

- Parent Opinion Survey, result from the School Resources/Facilities variable
- School resource indicators report.

Question 5: What can we do in the future to continue to improve?

Following analysis of the student learning outcomes that were obtained and consideration of how effectively the school has managed its resources and operations to obtain them, the next step is to identify/suggest recommendations for improvement.

The recommendations will be in the form of goals and key improvement strategies. After they have been incorporated into the final School Self-Evaluation document by the school, the recommendations will be the subject of discussion during the school review process. The final agreed recommendations will then be incorporated into the School Strategic Plan which is prepared following the self-evaluation and school review processes.

Schools recommend a goal related to student learning. A goal is an aspirational statement, defining what student outcomes the school is striving to achieve. The goal will be finalised in the School Strategic Plan, in light of the outcomes of the school review. Further information for developing a goal can be located in the *Guidelines for School Strategic Planning*.

In addition to establishing goals, schools specify key improvement strategies. Key improvement strategies are high level actions that the school will use to

achieve its goals and targets. Further information for developing key improvement strategies can be located in the *Guidelines for School Strategic Planning*.

Where a school is unsure about which strategies are appropriate, this can be indicated in the School Self-Evaluation report and schools can obtain further advice during their school review before deciding on appropriate strategies.

Recommended length: ½ page.

5. Student engagement and wellbeing outcomes

Question 1: What student outcomes were we trying to achieve?

This student outcome area asks schools to reflect on the perceptions of how students feel about school, their peers and teachers. How safe do students feel at the school? How engaged do they feel in their own learning? What are the patterns of attendance/absence?

In order to reflect on these questions, schools can examine Wellbeing factors, Student Relationships factors and relevant Teaching and Learning factors, particularly in relation to the Attitudes to School Survey. They can also examine Student Behaviour and Student Engagement factors and relevant School Climate factors in the Parent Opinion Survey.

Recommended length: ½ page.

Question 2: What student outcomes did we achieve?

This part of the self-evaluation is for analysis and evaluation of what actually occurred in the area of student engagement and wellbeing in order to answer the question, “*What student outcomes did we achieve?*”

The analysis and evaluation is evidence-based, drawing upon a range of data and information sources. The process of analysing all available information will be an extensive component of undertaking the self-evaluation. However, the final self-evaluation document:

- presents the conclusions from the analysis in a summary format
- focuses on those areas where there was most need for improvement
- brings together different sets of data, information and (where appropriate) anecdotal evidence, to

provide a coherent evaluation of overall performance.

Recommended length: approximately 1 page.

Suggested information sources

From the school performance data:

- Parent Opinion Survey, using the School Climate variable
- Parent Opinion Survey, relevant School Climate factors, Student Behaviour and Student Engagement factors
- Staff Opinion Survey, using the variables Student Orientation and Student Motivation
- student attendance.

From other sources:

- Attitudes to School Survey, using the variables Self Esteem, Student Safety, Connectedness — Peers, Connectedness — School and Motivation to Learn
- Attitudes to School Survey, Wellbeing factors, relevant Student Relationships and Teaching and Learning factors
- Drug Education Evaluation and Monitoring (DEEM) data on student wellbeing, including how students feel at school and role of teacher empathy and quality of teaching as drivers for student knowledge and attitudes to drugs
- any school-based data or information related to student safety
- student feedback (through SRC or other forums)
- parent/community feedback
- any other data, information or reports compiled locally at the school; eg, bullying data, student use of support programs.

A number of data collection tools that may assist in collecting information on this student outcome area are available as part of the suite of materials designed to support schools in the implementation of the Principles of Learning and Teaching. A link is provided under 'Further Support and Information' at the end of the document.

Understanding the data

Each school will decide how best to analyse and evaluate the available information on student engagement and wellbeing. The focus questions which follow are provided as a guide to assist with the analysis and evaluation and it is not intended that every school will answer every question.

Within each of the standard data sets, there are some common approaches to analysing the information, including:

- examining any trends in outcomes that have emerged over time

- for the Attitudes to School Survey: focusing on particular cohorts of students who have obtained outcomes significantly above or below average
- for the Attitudes to School Survey: considering cohort growth as students move through the school
- evaluating differences in outcomes for different variables within the Opinion Surveys
- comparisons with the state means.

For small schools, where small sample sizes make analysis of data problematic, there are several methods of analysing the data that can assist, including:

- for a given year level, aggregating data collected over multiple calendar years
- for a given calendar year, aggregating data collected across multiple year levels
- tracking the progress of individual students over several years.

In all cases, school communities should be conscious of the issues surrounding the confidentiality of individual student information.

The focus questions

Student motivation/student safety/student connectedness/student behaviour

- To what extent do students feel safe at this school?
- Is there a relationship between low levels of safety and particular cohorts of students?
- How do these variables in the Student, Parent and Staff Opinion Surveys for each year level compare over time?
- Is there a relationship between levels of poor student motivation and student behaviour and low achievement levels for some students or year levels?
- Is there a relationship between levels of student safety and student connectedness and low achievement levels for some students or year levels?
- Can any connections be made between the levels of student motivation, student safety, student connectedness and student behaviour?
- How do these variables for each year level compare with the corresponding state means? Have any trends emerged from an analysis of the data year on year?
- Are there specific differences in the responses between boys and girls and, if so, how has our school responded to these differences?
- Are there noticeable differences in the responses between year levels and, if so, how has our school responded to these differences?

- To what extent do teachers incorporate global and multicultural perspectives into their teaching to engage students?

Student attendance

- How does the absence data for each year level compare over time?
- Are there any particular year levels with significant patterns of absence?
- Is there a relationship between levels of poor attendance and low achievement levels for some students or year levels?
- Can any connections be made between the levels of student absence and student engagement and wellbeing?
- How does the absence data for each year level compare with the corresponding state means?

Question 3: Why did we achieve/not achieve improved student outcomes?

Having analysed the outcomes obtained in the area of student engagement and wellbeing, this next section of the self-evaluation asks schools to reflect upon the effectiveness of the school's operations and practice that may have contributed to the performance on student engagement and wellbeing outcomes.

The correlates of the Effective Schools Model provide an evidence base for examining current practice and selecting key improvement strategies.

This part of the self-evaluation encourages a broad examination of processes within the school that impact on student engagement and wellbeing. It is an opportunity for extensive consultation across the school community to find out what has worked well and where there are areas for improvement.

The final School Self-Evaluation document:

- presents the conclusions from the analysis in a summary format
- brings together information from the various discussions, reports and data to provide a coherent response to the above question as opposed to presenting a specific answer to every focus question below.

Recommended length: 1–1½ pages.

Focus questions and information sources to assist: Each school will decide how best to analyse and evaluate the effect of the school's operations and practice on student engagement and wellbeing. The correlates of the Effective Schools Model provide an evidence base for examining current practice and selecting key improvement strategies.

It is not expected that schools will reflect in detail upon each of the eight correlates of the model. Schools may

choose to use one or more of the correlates in reflecting upon their contribution to student engagement and wellbeing. Such in-depth analysis could also include schools using the guidelines, principles and checklists incorporated in one or more of the following initiatives:

- Principles of Learning and Teaching
- Curriculum Planning Guidelines
- Assessment and Reporting Guidelines
- Performance and Development Culture revised Self Assessment Framework.
- E⁵ Instructional Model.

The following focus questions which, together with the information sources listed are structured around the correlates of the Effective Schools Model and are provided as a guide to assist with the analysis and evaluation.

The questions are designed to promote dialogue about practice and to assist schools to reflect on what they do well and areas for improvement. It is not intended that schools restrict themselves to using only these questions or information sources. Neither is it necessary for schools to present question-by-question answers in their final School Self-Evaluation report. Rather, the analysis of the questions and the information leads to a summary of how the school's operations and practice have contributed to student engagement and wellbeing.

For example, to unpack correlates from the Effective Schools Model such as 'purposeful teaching' and 'stimulating and secure learning environment', schools could reflect upon their practice in light of the Principles of Learning and Teaching. Similarly, the Curriculum Planning Guidelines will provide insights into how the school's curriculum may have contributed to student engagement and wellbeing.

The focus questions

Professional leadership/shared vision and goals

- How clearly communicated are the school's goals relating to student engagement and wellbeing?
- How effectively do the leadership teams within our school advocate strategies to foster student engagement and wellbeing?
- Is there clarity among the staff about approaches to classroom management within the school?
- To what extent is there a planned, whole-school approach to supporting students who may be experiencing difficulties, including newly arrived students or those from a culturally and linguistically diverse background?
- How effective are our early intervention strategies for students experiencing challenging circumstances?

- How effective is teacher participation in decisions made about student engagement and wellbeing?

Possible information sources:

- Staff Opinion Survey, results for the Engagement element, including the Goal Congruence variable, and the Effective Discipline Policy variable
- Attitudes to School Survey result for the Fairness/Firmness variable.

Focus on teaching and learning/purposeful teaching

- How effective is the school's curriculum (including the extra-curricular program) at promoting student engagement?
- Identify one or two teaching and learning strategies that were adopted in the school to foster student engagement. Analyse how effective the strategies have been. What worked well? What hindered successful or full implementation?
- How effective are our individual learning plans for students, particularly for those with additional learning needs, including students at risk?
- How effective are our professional learning activities and programs that aim to improve student engagement and wellbeing?

Possible information sources:

- Parent Opinion Survey, result for the Extra Curricular variable
- Parent Opinion Survey, relevant School Climate factors
- Staff Opinion Survey, results for the Student Motivation variable and the Learning element
- Attitudes to School Survey, results for Motivation to Learn and Teacher Energy/Enthusiasm variables
- Attitudes to School Survey — relevant Teaching and Learning factors.

High expectations

- How effective are the programs or strategies employed by the school to promote student engagement and wellbeing?
- Does our school have high expectations for the engagement and wellbeing of all students?
- How effective are the school's strategies for maximising student attendance in our school?
- Does our school actively promote resilience among our students? How do we strive to ensure that students 'fit in' at school and develop a sense of connection to our school community?
- How does our school provide opportunities for students to use ICT for self directed and personalised learning?

Possible information sources:

- Attitudes to School Survey, results for the Connectedness — Teachers, Connectedness — School, Connectedness — Peers and Motivation to Learn variables

- Attitudes to School Survey, relevant Student Relationships and Teaching and Learning factors

- ePotential data

Learning communities

- How effectively does our school utilise the diverse expertise and knowledge of the teaching staff to promote student engagement and wellbeing?
- How effective is the student leadership at this school?
- What forms of professional learning have been undertaken by staff in the area of student wellbeing and support? What impact has this had in our school?
- What connections exist between students, teachers, school support staff, parents and the community that promote student wellbeing and facilitate appropriate interventions and support when necessary?
- To what extent does the school communicate with parents regarding student engagement and wellbeing?
- To what extent does the school capitalise upon the cultural and linguistic capabilities of members of the school community?
- How effectively does our school link with external support services and agencies to assist students who may be experiencing significant difficulties? Are our processes for managing these links working well? Are there ways we could improve the links?

Possible information sources:

- Parent Opinion Survey, result for the School–Parent Relations variable
- Parent Opinion Survey, relevant School Climate factors.

Accountability

- How effectively does our school use systems and data to monitor student engagement and wellbeing?
- How effectively does our school use planning and evaluation processes to improve student engagement and wellbeing?
- How prominently do the issues of student engagement and wellbeing feature in staff meetings and School Council meetings? Are the issues given enough attention in our school?
- How effectively does the school incorporate global and multicultural perspectives into policy and practice?

Possible information sources:

- agendas and/or minutes for staff and School Council meetings
- feedback received from external support services and agencies.

Stimulating and secure learning environment

- How effective are the classroom behaviour and management processes in the school?
- How effective are the strategies for dealing with disruptive behaviours?
- To what extent does student misbehaviour affect the overall levels of student engagement and wellbeing?
- Are students provided with feedback on their learning to enhance student motivation?
- What policies or processes exist to manage bullying in the school? How effective has the implementation of these policies or processes been? Has the prevalence of bullying increased or decreased during the last three years?
- Are there particular aspects of our school's environment that are not conducive to student engagement and wellbeing? How have we responded to the challenges presented?

Possible information sources:

- Staff Opinion Survey, results for the Student Misbehaviour, Classroom Misbehaviour and Effective Discipline Policy variables
- Parent Opinion Survey, results for the Student Behaviour and School Climate variables
- Parent Opinion Survey, relevant School Climate and Student Behaviour factors
- Attitudes to School Survey, results for the Fairness/Firmness and Student Safety variables.

Question 4: How effectively did we manage our resources to support the achievement of improved student outcomes?

This section of the School Self-Evaluation is designed for schools to review how they have managed the allocation of staff, time, space, funding, ICT and facilities to support the goals that were set for student engagement and wellbeing.

Recommended length: ½ page.

Focus questions to assist.

The following focus questions are provided as a guide to assist schools assess how effectively resources were managed. It is not intended that schools restrict themselves to using only these questions or information sources.

- What processes exist in our school to determine how resources are allocated in the area of student engagement and wellbeing?
- Is there a designated person coordinating student wellbeing?
- What connections can be made between how resources have been allocated and the outcomes

for students in the area of engagement and wellbeing?

- Have resources been effectively directed towards those areas where our school has experienced problems in the past?
- How well do we use ICT to keep students connected to learning when they are absent from school?
- To what extent has there been a coherent approach to utilising resources that come from a range of sources?
- Using the data in the school resource indicators report, how does our school compare with the state means?

Question 5: What can we do in the future to continue to improve?

Following analysis of the student engagement and wellbeing outcomes that were obtained and consideration of how effectively the school has managed its resources and operations to obtain them, the next step is to identify/suggest recommendations for improvement.

The recommendations will be in the form of goals and key improvement strategies. After they have been incorporated into the final School Self-Evaluation document, the recommendations will be the subject of discussion during the school review process. The final agreed recommendations will then be incorporated into the School Strategic Plan which is prepared following the self-evaluation and school review processes.

Schools recommend a goal related to student engagement and wellbeing. A goal is an aspirational statement, defining what student outcomes the school is striving to achieve. The goal will be finalised in the School Strategic Plan, in light of the outcomes of the school review. Further information for developing a goal can be located in the *Guidelines for School Strategic Planning*.

In addition to establishing goals, schools specify key improvement strategies. Key improvement strategies are high level actions that the school will use to achieve its goals and targets. Further information for developing key improvement strategies can be located in the *Guidelines for School Strategic Planning*.

Where a school is unsure about which strategies are appropriate, this can be indicated in the School Self-Evaluation report and schools can obtain further advice during their school review before deciding on appropriate strategies.

Recommended length: ½ page.

6. Student pathways and transitions outcomes

Question 1: What student outcomes were we trying to achieve?

In assessing outcomes obtained in the area of student pathways and transitions, it is recommended that schools begin by addressing the question “*What student outcomes did we aim to achieve?*”

This question invites schools to reflect fully on their student pathways and transitions goals.

Pathways and transitions relates to the movement of students from one educational experience to another (into, through, or out of a particular educational context), and the quality of that process. This outcome area is therefore applicable to all types of government schools.

For example, in the post-compulsory years, this outcome area focuses on retention, the type of studies being undertaken (VCE, VCAL, VET in Schools) as well as student destinations after leaving the school. It also includes the quality of the student’s experience in moving from Year 10 to VCE or other post-compulsory options.

In the compulsory years, key transitions include kindergarten to school, early years to middle years, and primary school to secondary school.

Other transitions include students:

- who move between schools
- who move from specialist schools or English language schools and centres into primary or secondary schools
- with chronic illness requiring long periods of time away from school.

The system makes available a number of data sets for post-compulsory pathways and transitions, such as retention, participation and completion of VCE, VCAL, VET in Schools and On Track. For the compulsory years, the Parent Opinion Survey includes a measure on parent perceptions of the quality of support for student transitions.

At the school level, many schools already collect information on parent and student satisfaction with transitions into, through, and out of the school.

Recommended length: ½ page.

Question 2: What student outcomes did we achieve?

The next part of the self-evaluation asks schools to examine whether successful pathways and transitions have been achieved for children and young people, in order to answer the question “*What student outcomes did we achieve?*”

The analysis and evaluation is evidence-based, drawing upon a range of data and information sources. The process of analysing all available information will be an extensive component of undertaking the self-evaluation. However, the final self-evaluation document:

- presents the conclusions from the analysis in a summary format
- focuses on those areas where there was most need for improvement
- brings together information from a range of sources in order to provide a coherent evaluation of overall performance.

Recommended length: approximately 1 page.

Suggested information sources:

From the school performance data:

- student retention
- participation in and completion of the VCE, including VET in schools and VCAL
- exit destination data
- Parent Opinion Survey Transitions variable.

From other sources:

- any anecdotal evidence regarding the quality of transitions for students entering, through and exiting the school; eg, perceptions from students, staff, parents, local kindergartens, primary and secondary schools
- data from the On Track Survey
- any school-based parent and Attitudes to School Survey results regarding transitions and pathways
- any data collected on transitions from primary to secondary school
- data available within the broader community; eg, Local Learning and Employment Network (LLEN) environmental scans or LLEN experience with accessing transition support for post-compulsory students (On Track Connect)
- information contained on student exit forms which may relate to reasons for leaving
- any other data collected at the school
- individual pathway plans for students, indicating student aspirations and needs
- student feedback on work experience
- structured work placement data

- career education feedback
- information from the MIPs Student Mapping Tool.

Understanding the data

Each school will decide how best to analyse and evaluate the available information on student pathways and transitions. The following focus questions are provided as a guide to assist with the analysis and evaluation — it is not intended that every school will answer every question, or that these be the only questions considered.

Within the standard data sets like retention and exit destination, there are some common approaches to analysing the information, including:

- examining any trends in outcomes that have emerged over time
- focusing on particular cohorts of students who have significantly different outcomes from the average
- comparisons with the state means.

In general, student pathways and transition outcomes in the post-compulsory area should not be considered in isolation from provision options outside of the individual school, local labour market conditions and student mobility.

The focus questions

Student transitions

- What are the perceptions regarding the effectiveness of student transitions in supporting students entering, through and exiting the school? (Evidence sourced from students, staff, parents and local kindergartens, primary and secondary schools.)

Student retention

- How does the school evaluate any emerging trends in the retention data?
- If there are differences in apparent and real retention rates, to what can these differences be attributed?
- How do the retention rates compare with the state means?
- Does the school know the reasons why students exit school early?

Participation, Attainment and Student Intention

- Has the school successfully supported its students to select an appropriate pathway from Middle Years into post-compulsory education or training, including vocational pathways outside the school?
- How has the school enabled its Middle Years students to make the transition into post-compulsory education or training, leading to the

attainment of a year 12 or equivalent qualification by the age of 19?

- Has the school supported its post-compulsory students to establish strong career paths through their post-compulsory years into subsequent education, training or employment?
- What does the school do to work with students who are identified as being most at risk of not attaining a year 12 or equivalent qualification to help them to develop an intention to do so?

VCE, including VET in schools, and VCAL

- What patterns have emerged in the rates of participation in VCE, including VET in schools and/or VCAL programs?
- What have the retention rates been for students participating in VET and/or VCAL programs?
- What is the percentage of students enrolled in Year 12 who successfully complete their program?
- Is there a relationship between the overall level of student retention in the school and the numbers enrolled in VET, VCE or VCAL programs?
- What proportion of students participating in VET and/or VCAL programs exited school with a transition to employment or further education?
- Which VET in Schools programs are students undertaking?
- In which levels of VCAL are students enrolled?
- What types of workplace learning are occurring; eg, school-based apprenticeships and traineeships, structured workplace learning, part-time work?

Exit destinations

- How reliable is the school's data for measuring the destinations of exit students?
- Is the number of students exiting through the year of concern?
- Are the destinations of all students known to the school?
- What does the school learn about its post-compulsory provision from exit destination patterns?
- How do the exit destination data compare with state means?
- What has the school learnt from the additional analysis provided by On Track? How does the exit destination data provided through On Track compare with state means?
- What are the management strategies for ensuring that the student destination data is accurate?
- How are students encouraged to participate in the On Track Survey?

Question 3: Why did we achieve/not achieve improved student outcomes?

Having identified the outcomes for students in pathways and transitions, this next section of the self-evaluation allows schools to examine the effectiveness of the school's operations and practice that may have contributed to student pathways and transitions outcomes.

The correlates of the Effective Schools Model provide an evidence base for examining current practice and selecting key improvement strategies.

This part of the self-evaluation encourages a broad examination of processes within the school that impact on the pathways provided for students. It is an opportunity for extensive consultation across the school community to find out what has worked well and where are the areas for improvement.

The final self-evaluation document:

- presents the conclusions from the analysis in a summary format
- brings together information from the various discussions, reports and data to provide a coherent response to the above question.

Recommended length: 1–1½ pages.

Focus questions and information sources to assist Each school will decide how best to analyse and evaluate the effect of the school's operations and practice on the student pathways and transitions. The correlates of the Effective Schools Model provide an evidence base for examining current practice and selecting key improvement strategies.

It is not expected that schools will reflect in detail upon each of the eight correlates of the model. Schools may choose to use one or more of the correlates in reflecting upon their contribution to student pathways and transitions. Such in-depth analysis could include schools using the guidelines, principles and checklists incorporated in one or more of the following initiatives:

- Principles of Learning and Teaching
- e5 Instructional Model
- Curriculum Planning Guidelines
- Assessment and Reporting Guidelines
- Performance and Development Culture revised Self Assessment Framework.

The following focus questions, together with the information sources listed, are structured around the correlates of the Effective Schools Model and are provided as a guide to assist with the analysis and evaluation.

The questions are designed to promote dialogue about practice and to assist schools reflect on what they do well and areas for improvement. It is not intended that schools restrict themselves to using only these questions or information sources. Neither is it necessary for schools to present question-by-question answers in their final School Self-Evaluation report. Rather, the analysis of the questions and the information leads to a summary of how the school's operations and practice have contributed to the student pathways and transitions.

For example, to unpack correlates from the Effective Schools Model such as 'purposeful teaching' and 'stimulating and secure learning environment', schools could reflect upon their practice in light of the Principles of Learning and Teaching. Similarly, the Curriculum Planning Guidelines will provide insights into how the school's curriculum may have contributed to student pathways and transitions.

The focus questions

Professional leadership

- How have the pathway plans of our students and the follow up of those in transition provided input into the curriculum options that are available?
- How do the leadership teams within our school promote the availability of a broad range of pathway options and transition support?
- How effective is teacher participation in decisions made about student pathways and transitions planning?
- How do we support professional learning for school staff involved in career development and transitions?

Possible information sources:

- Staff Opinion Survey, results for the Curriculum Coordination variable and the Empathy element
- analysis of students' Managed Individual Pathways Plans (MIPs), which map intended pathways with curriculum provision, and intended outcomes with destinations
- analysis of transition support provided
- Careers and Transition Resource Kit.

Some relevant initiatives:

- Curriculum Planning Guidelines
- Victorian Essential Learning Standards
- Principles of Learning and Teaching
- Assessment and Reporting.

Focus on teaching and learning/purposeful teaching

- How well does our school manage the time spent on the three strands of the Victorian Essential

Learning Standards (ie, physical, personal and social learning, discipline-based learning, and interdisciplinary learning), especially for students in the middle years?

- How did we prepare students to develop pathway plans? How did this link to the three strands of the Standards?
- What processes did we have in our school for developing individual pathway plans and then managing the regular monitoring of these plans?
- How effective are our strategies for informing students and parents about the range of pathway options and transition support available? What is the role of careers teachers? Subject teachers? Year level coordinators? Student welfare coordinators?
- Does our school use the MIPs Student Mapping Tool to monitor the efficacy of our intervention programs; eg, for students at risk of early leaving?
- What factors have influenced the provision of VET and/or VCAL programs in the school?
- How well does our school manage issues associated with new students including those from a culturally and linguistically diverse background??
- How do we identify transition points for individual students? Once identified, how effective is the support we provide?
- How effective is our process for identifying students at risk of not completing Year 12 or equivalent? Once identified, how effective is the support we provide?
- What professional learning activities do we provide for staff on career development, pathway options, transition support and improving student retention, and how effective are these?
- How has our school used ICT to review, enhance and extend pathways options?
- How does the school use the On Track destinations data to inform pathways development and transition processes?
- What partnerships were developed with other school and non-school providers to support student pathways, including for at-risk students?
- What professional learning opportunities do we provide staff in applied learning?
- Has our school used the information in the Careers and Transition Resource Kit to support student pathways and transitions?

Possible information sources:

- student achievement data for new students
- internal school records of Managed Individual Pathways processes, including the Student Mapping Tool
- Parent Opinion Survey, Transitions variable
- records of staff professional learning activities
- analysis of any data from the Careers Education program

- eLearning Planning Guide

Shared vision and goals

- To what extent is there a common understanding about the school's role in managing student pathways and transitions?
- How clearly communicated are the school's goals relating to student pathways and transitions?
- How is the achievement of the pathways and transitions goal linked to learning outcomes and student engagement and wellbeing?
- What role did staff play in achieving the pathways and transitions outcomes for students (including subject teachers, year level coordinators, student welfare coordinators, and careers teachers)?
- How did we include parents in the development of the pathways and transitions goal for this school and subsequently communicate that goal to the broader school community?
- Is pathway planning integrated in classroom activities?
- To what extent does the curriculum reflect the needs of living in the Asia-century?

Possible information sources:

- data from the Managed Individual Pathways initiative
- Careers and Transition Resource Kit.

Some relevant initiatives:

- Curriculum Planning Guidelines
- Victorian Essential Learning Standards
- Principles of Learning and Teaching
- Assessment and Reporting.

High expectations

- Does our school have high expectations for the pathways and transitions of all students?
- How are the expectations of this school for the pathways and transition outcomes communicated to students, parents and the broader school community?

Learning communities

- How effectively does our school utilise the diverse expertise and knowledge of the teaching staff to facilitate student pathways and transitions?
- How effectively has the school collaborated with preschools, primary schools and/or secondary schools to support student transition outcomes?
- How effectively has the school collaborated with other schools, other education institutions, industry, business, or the wider community in managing issues related to educational provision, student pathways and transitions, and VET and/or VCAL programs?
- How have professional learning activities undertaken by staff contributed to improving

student pathways and transitions during the period of the self-evaluation?

- How effective have we been in involving parents in pathways and transitions planning?
- How has our school used ICT to establish, maintain and evaluate educational partnerships to support student pathways?

Possible information sources:

- Staff Opinion Survey, results for the Learning element, including the Professional Growth variable
- Parent Opinion Survey, result for the School–Parent Relations variable
- Parent Opinion Survey, relevant School Climate factors
- Local Learning and Employment Networks (examples of other partnerships/opportunities)
- partnerships with transition support agencies
- eLearning Planning Guide.

Accountability

- How effective are the school's processes for identifying individual needs of all students at different transition points (entry to school, moving schools, primary to secondary, leaving school) and providing effective support?
- How effective are the school's processes in assisting students who are vulnerable and at risk of leaving the education and/or training sector?
- How effective are the school's processes for monitoring student pathways and transitions?
- How effectively does our school use planning and evaluation processes to improve student pathways and transitions?
- How does the school celebrate successes relating to the range of student pathways and transitions, at either a student or a whole-school level?

Possible information sources:

- case studies from the school
- analysis of the retention data
- MIPs Student Mapping Tool.

Stimulating and secure learning environment

- Has the learning environment in our school affected the levels of student retention?
- To what extent has student misbehaviour affected levels of student retention?

Possible information sources:

- data/information obtained from exiting or new students or their parents.

Question 4: How effectively did we manage our resources to support the achievement of improved student outcomes?

This section of the self-evaluation is designed for schools to review how they have managed the allocation staff, time, space, funding, ICT and facilities to support the goals that were set for student pathways and transitions.

Recommended length: ½ page.

Focus questions to assist

The following focus questions are provided as a guide to assist schools to assess how effectively resources were managed. It is not intended that schools restrict themselves to using only these questions or information sources.

- How effectively have resources in our school been allocated towards the curriculum provision needs of our student base? What planning processes exist in this area? Does this planning include preparing our students for living and working in the Asia century?
- What resources have been directed towards career education and Managed Individual Pathways in our school? How effectively have these been used? Does the school provide suitably qualified careers staff?
- What resource limitations exist that affect our capacity to meet the educational needs or aspirations of our students?
- In what areas could we better allocate resources? To what extent has there been a coherent approach to utilising resources that come from a range of sources?
- What views do parents have about the resources and facilities at our school as they are relevant to student pathways and transitions? (Information source: the School Resources/Facilities variable from the Parent Opinion Survey)
- Using the data in the school resource indicators report, how does our school compare with the state means?
- How have we used ESL funding to improve outcomes for these students?
- How have we used Equity funding to improve outcomes for these students?
- Has bilingual funding been effectively utilised to improve outcomes for these students?

Question 5: What can we do in the future to continue to improve?

Following analysis of the student pathways and transitions outcomes that were obtained and consideration of how effectively the school has managed its resources and operations to obtain them,

the next step is to identify/suggest recommendations for improvement.

The recommendations will be in the form of goals and key improvement strategies. After they have been incorporated into the final School Self-Evaluation document by the school, the recommendations will be the subject of discussion during the school review process. The final agreed recommendations will then be incorporated into the School Strategic Plan which is prepared following the self-evaluation and school review processes.

Schools recommend a goal related to student pathways and transitions. A goal is an aspirational statement, defining what student outcomes the school is striving to achieve. The goal will be finalised in the School Strategic Plan, in light of the outcomes of the school review. Further information for developing a goal can be located in the *Guidelines for School Strategic Planning*.

In addition to establishing goals, schools specify key improvement strategies. Key improvement strategies are high level actions that the school will use to achieve its goals and targets. Further information for developing key improvement strategies can be located in the *Guidelines for School Strategic Planning*.

Where a school is unsure about which strategies are appropriate, this can be indicated in the self-evaluation report and schools can obtain further advice during their school review before deciding on appropriate strategies.

Recommended length: ½ page.

7. Further Support and Information

Regional Offices will offer training sessions to school leadership teams on both the school accountability and improvement framework and the school self-evaluation.

The School Improvement Division in the Department's central office can be contacted by email at schoolaccountability@edumail.vic.gov.au.

School self-evaluation guidelines

The guidelines document provides the rationale for schools preparing a self-evaluation and is recommended reading prior to using this step-by-step guide. The guidelines describe the processes to be followed and encourage schools to involve the whole school community in the development of the self-evaluation. It is available on the school accountability and improvement website at www.education.vic.gov.au/management/schoolimprovement/accountability/evaluation.htm.

School self-evaluation template

The template to assist schools to prepare their self-evaluation document is available on the School Accountability and Improvement website at www.education.vic.gov.au/management/schoolimprovement/accountability/evaluation.htm.

Summary of information sources that can be used in school self-evaluation/school review

This document contains possible information sources which may assist schools in the development of the school self-evaluation. It is available on the School Accountability and Improvement website at www.education.vic.gov.au/management/schoolimprovement/accountability/evaluation.htm.