

School Self-Evaluation Guidelines

Guidelines for developing the School Self-Evaluation Report



1. INTRODUCTION

A school self-evaluation in the areas of literacy and/or numeracy is a requirement of the National Partnerships Agreement for Literacy and Numeracy or for low SES schools.

This document provides guidance on conducting the school self-evaluation.

Information collected through the school self-evaluation process is used to inform future school planning.

2. School Self Evaluation

Phase 1

2.1 The school self-evaluation will provide the school with baseline information on the performance of the school in the chosen area. It will also provide the school with information on the current delivery of the chosen area in the school.

2.2 There are three tools for schools to use when conducting the school self-evaluation.

1. **Online surveys:** Schools have been provided with the opportunity for students and staff to undertake prepared online surveys about their chosen evaluation areas. Data collected from this survey process is gathered through the 'Survey Monkey' website. See the support document on [EMSAD NPA website](#)
2. **NAPLAN school performance analysis:** Schools will work through a series of focus questions to analyse their NAPLAN school performance data. The data to inform the focus questions is available through the SMART package. The NAPLAN school performance analysis can be found at the [EMSAD NPA website](#).
3. **Focus groups or interviews:** The school will have the choice of using focus groups and / or interviews with students, staff and parents. Data collected using the online surveys and NAPLAN school performance analysis tools will guide schools in developing appropriate questions for use in the focus groups or interviews. Support materials can be found at the [EMSAD NPA website](#)

2.3 The school will prepare a school self-evaluation report using the collected data from the evaluation tool. See the school self-evaluation report (SSER) template. The school self-evaluation report will be submitted to the appropriate Diocesan Officer or program facilitator. The school will develop a draft modified school plan prior to Phase 2.

Phase 2

2.4 The Diocesan Officer or program facilitator will convene a targeted school self-evaluation improvement team (TSSEIT) following the submission of the school self-evaluation report. The TSSEIT could consist of, for example relevant Diocesan Officers, the program facilitator and a Principal external to the school. The TSSEIT will visit the school to assist in the school self-evaluation process.

2.5 The TSSEIT will visit the school and support the school self-evaluation by:

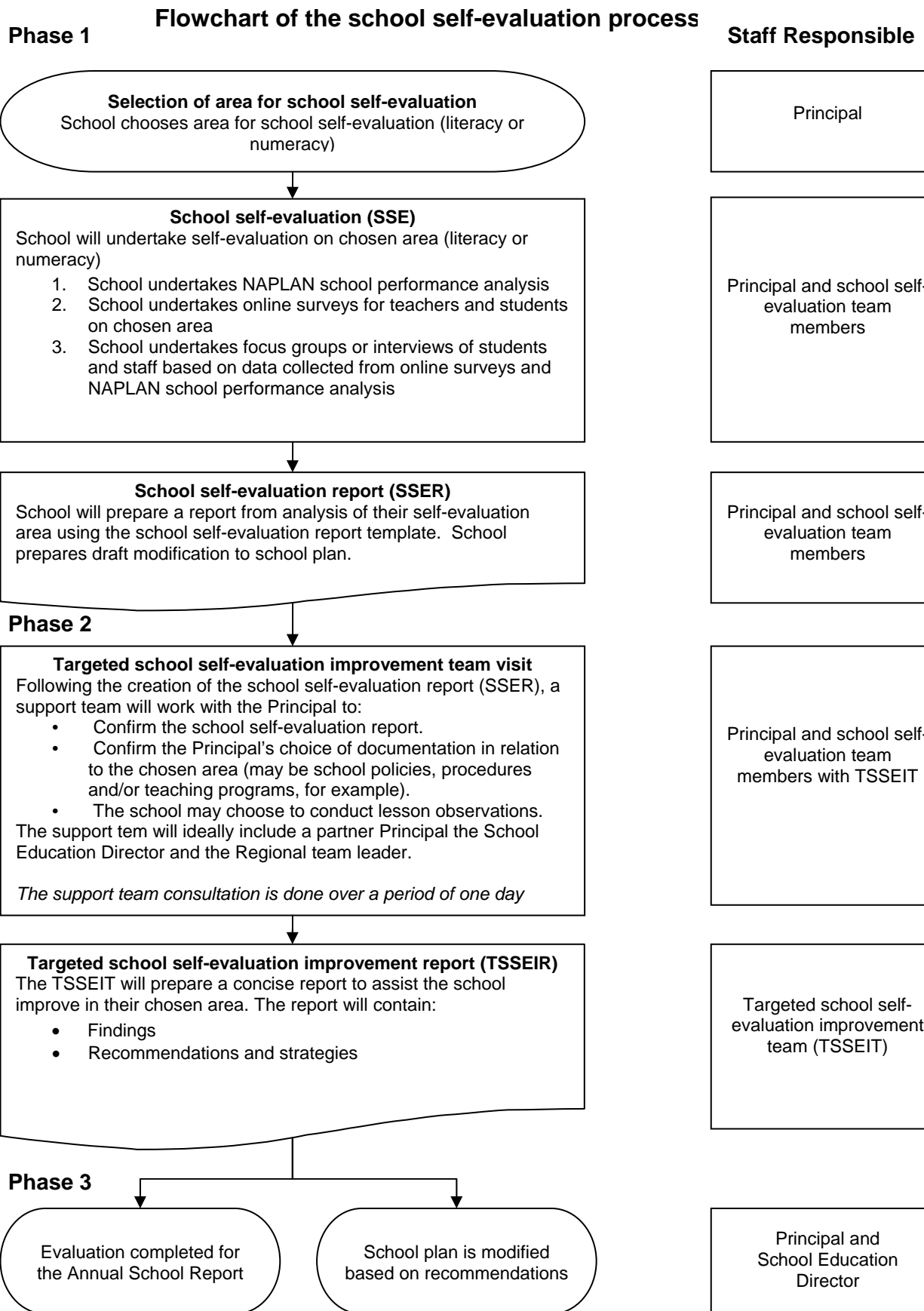
1. examining policies and school procedures and teaching programs in relation to the chosen evaluation area
2. conducting limited lesson observations of the chosen evaluation areas
3. confirming the school self-evaluation report (SSER).

2.6 The TSSEIT will prepare a concise report with findings, recommendations and strategies for the chosen evaluation area to assist the school in the chosen area. This report is the targeted school self-evaluation improvement report (TSSEIR).

Phase 3

2.7 The TSSEIR will be used for modification of the school plan and can be used as an evaluation for the Annual School Report if the school chooses.

2.8 The modification of the school plan should align with targets for improvement in the chosen evaluation area. Information on the setting of targets can be found in the ***School Self –Evaluation: Support document for modifying the school plan and setting targets*** document . The targets should be set around significant improvement in the chosen evaluation area. The same process can be used in following years to measure change in performance and change in teaching practice and attitudes.



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