

Targeted School Self-Evaluation Improvement Team (TSSEIT) Guidelines

Guidelines for developing the Targeted School Self-Evaluation Improvement Report



1. INTRODUCTION

This document provides guidance to the targeted school self-evaluation improvement team (TSSEIT) that is assisting the school to conduct their school self-evaluation as part of the National Partnerships Agreement (NPA). The targeted school self-evaluation improvement team provides the school with external consideration of the school self-evaluation process and gives advice on modification of the school plan.

2. PURPOSE OF THE TARGETED SCHOOL SELF-EVALUATION IMPROVEMENT TEAM

The purpose of the TSSEIT is to provide the school with an external peer review of the school self-evaluation in the chosen area. The TSSEIT will examine the prepared school self-evaluation report (SSER) and use further evaluation tools to provide additional information and guidance to the school.

The TSSEIT may provide additional findings and recommendations to the school. This will assist the school in modifying the school plan for the chosen evaluation area. The school may need to adjust their targets on the school plan for the chosen area. The Principal will implement the modified school plan and the Diocesan Office or program facilitator will monitor the implementation of the plan.

3. TARGETED SCHOOL SELF-EVALUATION IMPROVEMENT TEAM (TSSEIT)

Phase 1

3.1 The school self-evaluation will provide the school with baseline information on the performance of the school in the chosen evaluation area. The school will produce a school self-evaluation report (SSER) on the chosen area in literacy (reading) or numeracy based on an analysis of NAPLAN data and information from surveys and other sources.

3.2 The school will advise the Diocesan Officer and program facilitator of the completed school SSER area.

The Principal and the Facilitator will coordinate the:

- date of the TSSEIT visit
- activities planned for the day of the visit and the timeline of the visit.

The Principal will:

- inform members of the staff of the date of the school visit
- organise staff to participate in lesson observations on the chosen evaluation area where applicable
- collect and have available school documentation, programs, policies, procedures on the chosen evaluation area for the TSSEIT

- supply the Diocesan Office or program facilitator with an electronic copy of the completed SSER.

The Diocesan Officer or program facilitator will:

- organise for a Principal from another school to be part of the TSSEIT
- supply all TSSEIT members a copy of the completed SSER
- inform TSSEIT members of the activities and timeline planned for the visit.

Phase 2

3.3 The TSSEIT will ideally consist of the Diocesan Officers or program facilitator and a Principal external to the school. The TSSEIT will visit the school to assist in the school self-evaluation process.

3.4 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).

Support materials for the document analysis and lesson observations can be found on the [EMSAD NPA Website](#) .

3.5 The TSSEIT will prepare a concise report, targeted school self-evaluation improvement report with findings, recommendations and strategies on the chosen evaluation area. A copy of the template and sample is located on the [EMSAD NPA Website](#) .

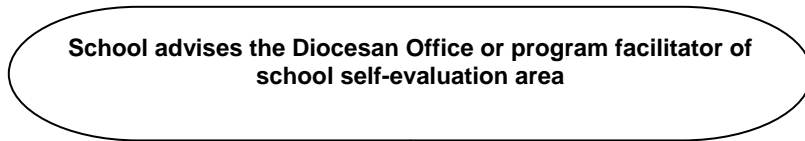
Phase 3

3.6 The report prepared by the TSSEIT 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.

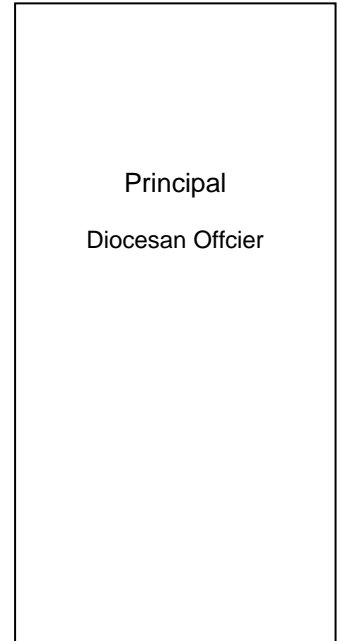
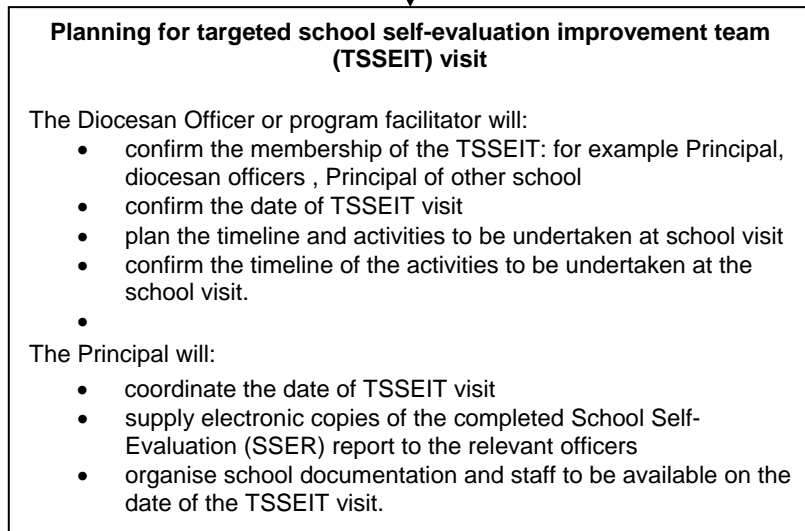
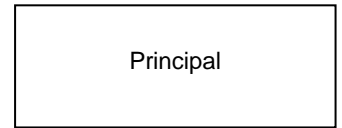
3.7 The modification of the school plan should align with targets for improvement in the chosen evaluation area. Information on the setting of targets can be found in the school self-evaluation, school plan support document. The targets should be set around significant improvement in the chosen evaluation area. The same process can be used in following years to measure change in performance and change in teaching practice and attitudes.

Flowchart of the targeted school self-evaluation improvement team process

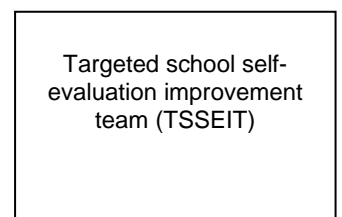
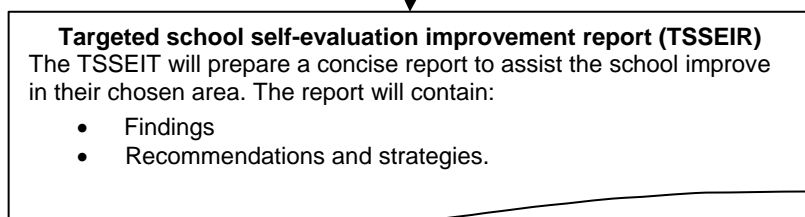
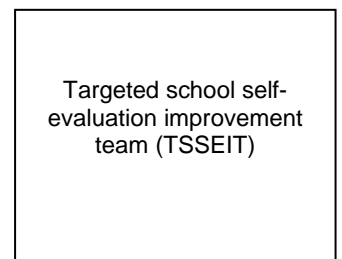
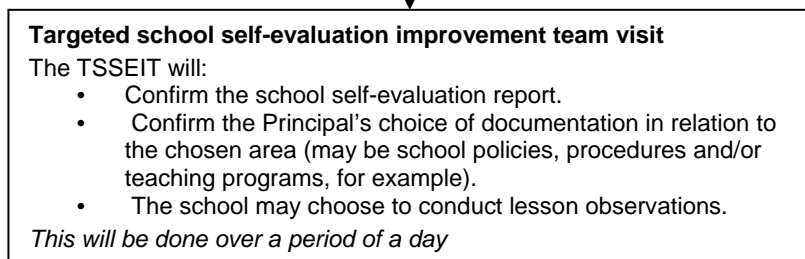
Phase 1



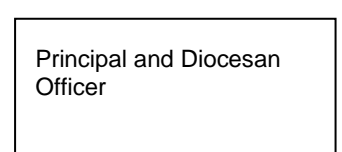
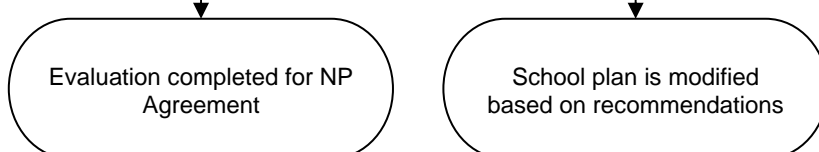
Staff Responsible



Phase 2



Phase 3



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