

Conducting Authentic School Evaluations

Getting the most out of your time and effort

2010 NSW SSP Leaders' Conference

INTRODUCTION



- Background K – 6, Principal in 3 schools over 15 years including 5 support classes in mainstream school. Worked collaboratively with High Schools and SSPs.
- Taught in rural and metropolitan schools
- Worked at district, regional and state level representing Principals in the area of Disability Programs for over 12 years. Curriculum background at state level in English
- Resource development
- Professional learning
- Represented DET in Auditor General enquiry, Special Education working party
- Involved on initial project team for the Learning Assistance Program (2002) and through to the current School Learning Support Program.

ROLE DEVELOPMENT



- Bring a schools' and Principals' perspective to the directorate
- Inform, reform and develop policy, support for schools with schools and students at the forefront
- Role of district and regional frameworks and processes
- Government of the day – eg strategic plan, management plan and ASR
– Directorate has same with same pressures and expectations

DISSEMINATION OF INFORMATION FROM DIRECTORATE



- To schools
- Regional staff
- Representative groups
- Resources – consistency of understandings

DEVELOPING and BUILDING RELATIONSHIPS



- Primary, Secondary, SSP and Central School Principals
- District, Regional and State personnel
- Juvenile Justice facilities
- Out of Home Care
- Secure Facilities
- Interagency liaison

What are the key points of school evaluation?



Authentic evaluation



‘Schools that create a climate that all are responsible for the progress of the students

Schools that de-privatise the information and the evidence

Schools that collaborate to improve learning

Are great schools . . . It is simple ‘

John Hattie

Professor of Education, Auckland University

April 2002

How does it work in your school?



What's working?



What isn't working?



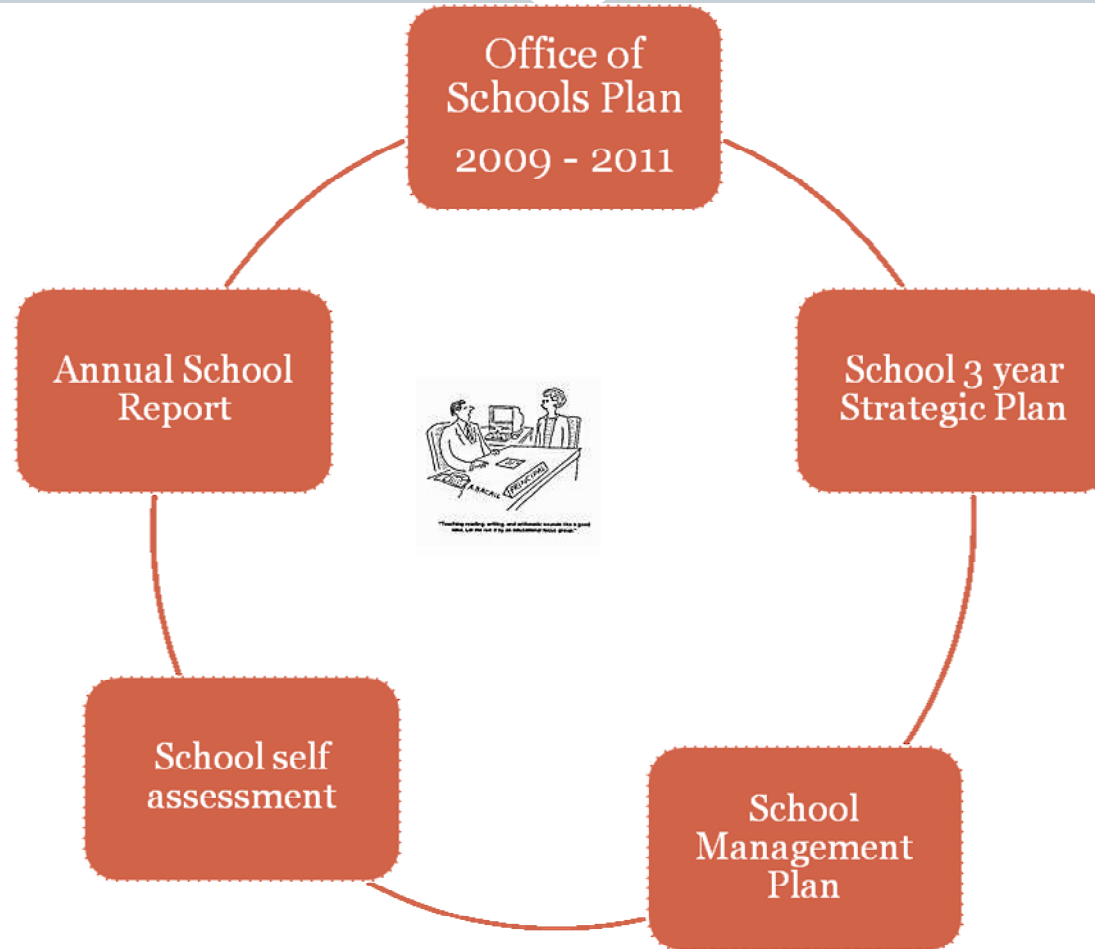
How do we know?

School accountability

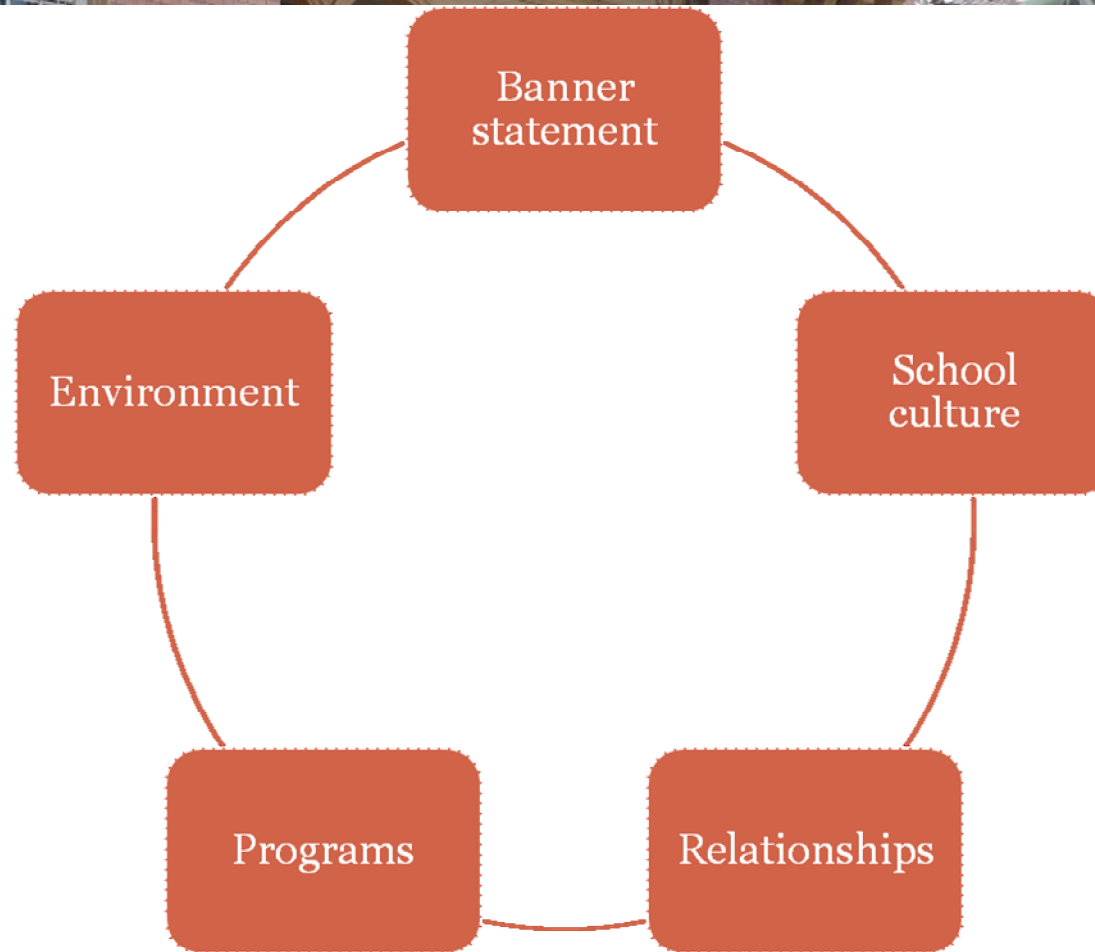


- Built on high standards
- Effective schools
- Quality teaching
- Parents receiving accurate and quality information
- Informing the wider community about standards of achievement.

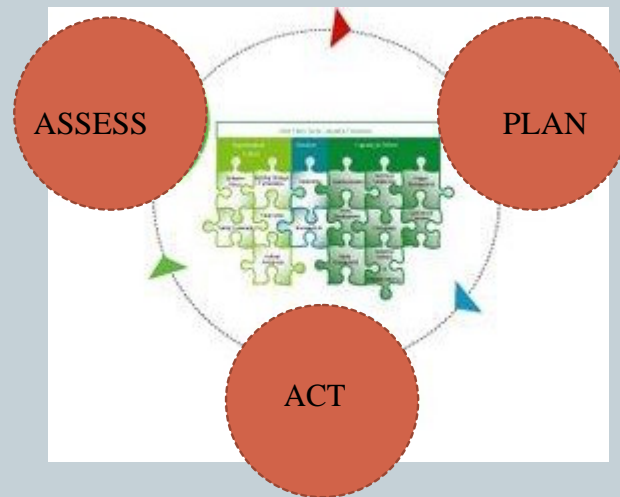
Only one component



What makes your school the place that it is ?



Is it a whole picture ?



The Pieces of the Jigsaw

- ▣ Curriculum
- ▣ Leading and Managing the School :
 - * Roles and responsibilities of executive
 - * Roles and responsibilities of teaching staff
 - * Roles and responsibilities of non teaching staff
 - * Roles and responsibilities of SASS
- ▣ PARS EARS TARS Other staff assessment and review
- ▣ School 3 year Strategic Plans
- ▣ Annual School Management Plan
- ▣ Quality Teaching in NSW Public Schools
- ▣ NSW Professional Teaching Standards
- ▣ Professional Learning
- ▣ Partnerships to support and monitor student engagement
- ▣ School Learning Support Team
- ▣ Financial Management – budgets linked to plans , targets and priorities

**What else makes an effective school ?
How do you measure it? Do you need to measure it ?**



Accountability and responsibility



- Principals accountable for the performance of their school
- Teachers are accountable to Principal for progress of students
- Principals in collaboration with school staff required to undertake assessment that results in judgements about the standards of student achievement and effectiveness of school processes in maximising student outcomes
- Principals in collaboration with school staff required to undertake school planning processes including strategic plan, school management plan, vision, operational planning and teaching and learning planning
- Principals and the school team are required to actively respond to and participate in school review processes including external reviews.

Accountability and responsibility



- Linked to performance management
- Situated within a wider context
- Reciprocal – DET region parents students all share responsibility to provide the means and support for schools to maximise student outcomes

What does school level evaluation achieve?



- Maximise the educational provisions for students
- Account for the provision and allocation of resources
- Improve programs by making better use of available resources
- Recognise effort and achievement
- Facilitate professional learning
- Provide the basis for decisions about the continuation, modification or termination of policies and programs

Leadership



● Teaching

- Responsibility of schools to develop teachers through pedagogy that connects students experience, stage of development and background.
- As the educational leader the Principal builds a clear consensus of what constitutes effective teaching and learning in their school.
- Teachers using data to inform their practices.



● Learning

- Establish a learning environment where students feel safe, behaviour well managed, promotes well being and attendance, retention and engagement are priorities.
- Early and ongoing interventions where required.
- High expectations

Leadership



- **Resources**

Leaders who develop teachers and staff through targetted resources, school improvement planning, performance management will maximise student outcomes.

- **Relationships**

Authentic internal and external relationships between staff , between staff and students and between staff and parents support student progress due to alignment of school goals, consistent practice and collaborative school direction which is trnasparent and accountable and whole school approaches.

Strengthened School Leadership



- Whole school consistent understandings:
 - All components of effective teaching
 - High expectations
 - Intervening early when progress is not being made as expected

- Build leader capacity at all levels

- Establish networks across the system
 - School communities
 - Resources
 - Professional learning
 - School improvement
 - Cross school relationships
 -Build collaboration across schools

SYSTEM CHANGE



‘System change will not occur one school at a time.

Schools and regions must work together to change a system.

A good indicator of this is a district in which individual principals become almost as concerned about the success of other schools in the district as they do about their own school.

Collective work increases shared commitment and shared knowledge to alter the context for all schools. ‘

Michael Fullan 2003

Strengthened School Leadership



- Partnerships between schools and regions, regions and state office directorates
- Increase accountability and transparency in relation to school performance
- Build in your annual school review, consider an external review
- Ensure high quality data used to monitor and drive the school/community of schools/system improvements
- Ensure all staff receive proactive and regular feedback on their performance.
- Websites of other schools are a great resource

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